DOCUMENT RESUME

ED 405 911 JC 970 182

TITLE	Trustee Quarterly, 1995.
INSTITUTION	Association of Community Coll. Trustees, Annandale, Va.
PUB DATE	95
NOTE	90p.
PUB TYPE	Collected Works - Serials (022) -- Viewpoints (Opinion/Position Papers, Essays, etc.) (120)
JOURNAL CIT	Trustee Quarterly; 1995
EDRS PRICE	MF01/PC04 Plus Postage.
DESCRIPTORS	Administrative Policy; Board Administrator Relationship; Community Colleges; Educational Finance; Governance; *Governing Boards; Government School Relationship; *International Cooperation; *Management Development; *Trustees; Two Year Colleges
IDENTIFIERS	*Trustee Role

ABSTRACT

The four issues of "Trustee Quarterly" contained in this document focus on topics of current concern to community college trustees. The winter 1995 issue offers these feature articles: "Trustees Believe Focus Should Be on Major Policy Decisions," (John F. Grabowski) and "A Cost-Benefit Analysis System for Proposed Capital Projects," (Steven E. Rice and Robert R. Evans). The spring 1995 issue focuses on the rewards of international relationships, presenting "Moscow Looks to Fairfax, NVCC, and ACCT," (Beverly Blois and Melanie Jackson); "St. Clair's Kazakhstan Connection," (Norman D. Beauchamp); "Re-Engineering Gigante: A Cooperative Project of Southwestern College and a Major Mexican Corporation," (Joseph M. Conte); and "Community College Foundations and Fundraising: A National View," (William E. Piland and B. Gary Rees). Issue 3 of 1995 includes "Trustee Assessment: A Peer Approach," (Thomas D. Sepe and Allen S. Silk); "Is It Time To Leave the Presidency?" (Terry O'Banion); and "Will an Independent State Board Benefit Illinois Community Colleges?" (Gary W. Davis). The final issue of 1995 provides the following features: "State Mandated Trustee Education: What Works?" (George W. Little and Helen B. Dowdy), describing practices in North Carolina, Oklahoma, Mississippi, and Texas; "Matching CEO and Board Expectations," (George R. Boggs); and "Top Ten Technology Checklist for Trustees," (Don Doucette). (HAA)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED 405 911

Trustee Quarterly, 1995

Association of Community College Trustees

JC 970 182

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

X This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

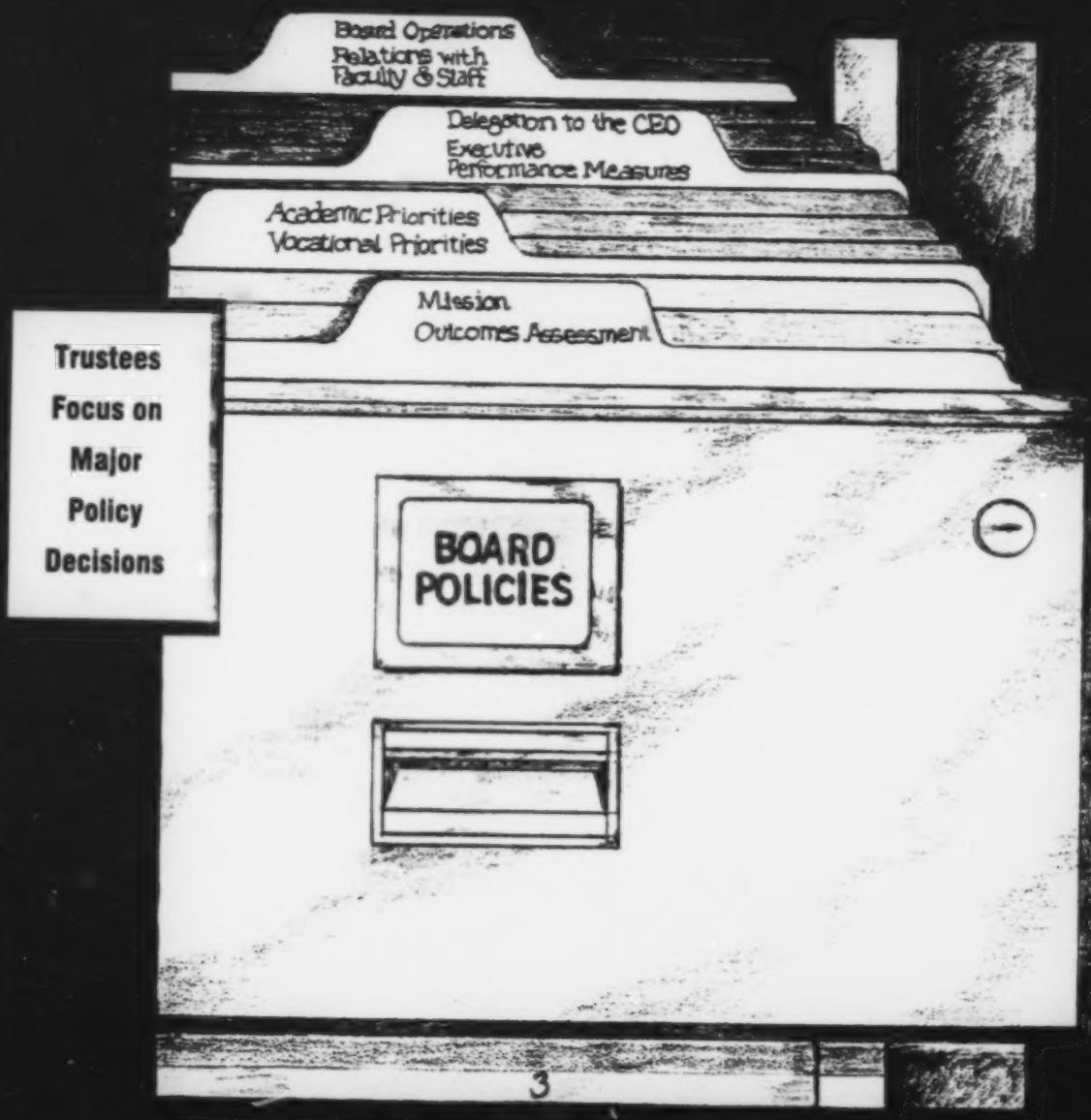
S. Hutchins

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

BEST COPY AVAILABLE

WINTER 1995

TRUSTEE QUARTERLY



Trustees Focus on Major Policy Decisions

BEST COPY AVAILABLE

ASSOCIATION OF COMMUNITY COLLEGE TRUSTEES

STRATEGIES AND POLICIES FOR THE FUTURE

1995 ACCT REGIONAL SEMINARS

Connecting With the Community

Advocating on Behalf of the College Community

Determining Board Process/ Organization

Reforming Curriculum

ENSURING INSTITUTIONAL INTEGRITY

PROVIDING FINANCIAL STABILITY

Central Region
June 1-3
Holiday Inn
University Plaza
Springfield (Branson),
Missouri

Northeast & Southern Regions
June 15-17
Omni Hotel at
Charleston Place,
Charleston,
South Carolina

Western & Pacific Regions
June 22-24
Sweeney
Convention Center
Santa Fe, New Mexico

For further information, contact the ACCT Office at 202/775-4667.

ACCT

Association of Community College Trustees

BEST COPY AVAILABLE

ACCT **Board of Directors 1994–95**

Chair
Maureen Grady
Clark State Community College, OH

Chair-Elect
Gene E. McDonald
Westmoreland County Community College, PA

Vice-Chair
Warren C. Martin, Jr.
Trident Technical College, SC

Secretary-Treasurer
Isabel F. Rhoades
Chabot-Las Positas Community College District, CA

Immediate Past Chair
Roy Holliday
Northeast Mississippi Community College

Bruce A. Austin
Houston Community College System, TX

Donna Christensen
Central Wyoming College

Leanne Grundy
Mott Community College, MI

Willie Culpepper
Hawkeye Community College, IA

Northeast Region Chair
Stephen E. Goldberg
Rockland Community College, NY

Jane Gregory
Malaspina College
British Columbia

Central Region Chair
Joyce E. Hoag
Joliet Junior College, IL

Joan S. Jonsrud
Waukesha County Technical College, WI

Diane N. Lockard
Citrus College, CA

Dale Locher
Edison State Community College, OH

Western Region Chair
Gloria M. Lopez
Santa Fe Community College, NM

Donald L. Mackie
Mohawk Valley Community College, NY

Helen M. Stevenson
Roanoke-Chowan Community College, NC

Tidewater Regional
Asheville-Buncombe Technical Community College, NC

Southern Region Chair
Joan B. Peden
Mississippi Gulf Coast Community College

Pacific Region Chair
Linda B. Rosenthal
Maricopa County Community College District, AZ

Armando R. Ruiz
Coast Community College District, CA

Lydia Santibañez
Temple Junior College, TX

Jo Ann Shery
Seward County Community College, KS

James E. Sherrill
Centralia College, WA

Marsha Stahmann
Mercer County Community College, NJ

Denise Wallace-Glover
Wayne County Community College, MI

The TRUSTEE QUARTERLY (ISSN 0271-9746) is published four times per year as a membership service of the Association of Community College Trustees (ACCT). ACCT is a non-profit educational organization of governing boards of public and private community, technical, and junior colleges. Membership also is open to state coordinating boards, advisory boards, and state associations. The purpose of ACCT is to strengthen the capacity of community, technical, and junior colleges to realize their missions on behalf of their communities through the development of effective lay governing board leadership and advocacy at local, state, and national levels. Important activities of the association are trustee education, assistance to boards of trustees in developing and affecting public policy, local board service, promotion of the role of community colleges, and education leadership.

Opinions expressed are those of the authors and not necessarily those of ACCT.

Non-members may subscribe to the TRUSTEE QUARTERLY for $30.00 a year. Third-class postage paid at Washington, DC.

Director of Communications: Sally Hutchins
President: Ray Taylor

Association of Community College Trustees
1740 "N" Street, NW
Washington, DC 20036
(202) 775-4667

WINTER 1995

TRUSTEE QUARTERLY

FEATURES

2

Trustees Believe Focus Should Be on Major Policy Decisions

A recent study confirmed that trustees believe they should be more involved in the policy decisions that have a broad scope of influence rather than policies that have a limited focus.

6

A Cost-Benefit Analysis System for Proposed Capital Projects

A cost-benefit analysis system can be a valuable tool as boards consider major capital expenditures.

DEPARTMENTS

10

Advocacy

It's a Whole New Ballgame

11

Community Relations

Washington's State's SMART Investment Brokers Get Wiser

13

Financial and Business Policies

Florida Community College Achieves Purchasing Diversity Through Minority Business Outreach

14

Calendar

15

Employee Relations

What on Earth Is a Board Secretary?

16

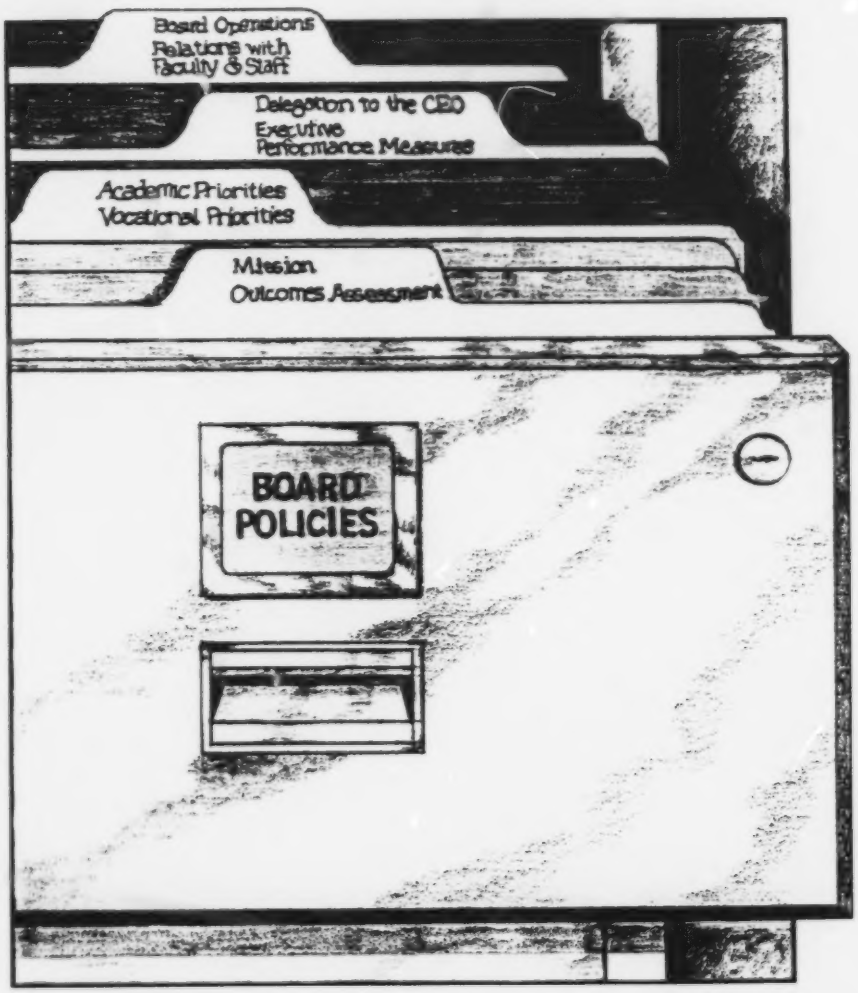
Index for 1994

BEST COPY AVAILABLE

FEATURE

Trustees Believe Focus Should Be on Major Policy Decisions

Results of a Recent Study by John F. Grabowski



As part of his doctoral degree in Policy Sciences from the University of Maryland Baltimore County, John F. Grabowski, an administrative staff member of Anne Arundel Community College, Arnold, Maryland, studied trustees' perceptions about their policy-making role.

BEST COPY AVAILABLE

Local governing board members of community colleges across the United States believe they should be primarily involved in making decisions about the highest level of policies; leaving many lower level decisions to administrators, according to a recent study.

In a 1993 survey of community college trustees, John F. Grabowski found that trustees' beliefs about their most important responsibilities coincide closely with expert opinions on the principles of effective governance.

The responses of board members from a geographically stratified sample of 100 locally governed U.S. community colleges confirmed that trustees believe they should be more involved in the policy decisions that have a broad scope of influence rather than policies that have a limited focus.

Survey results confirmed that trustees' desired policy involvement increased as the level of policy rose.

Objectives

The research objectives addressed by Grabowski's study included:

1) Provide a description of the policy involvement trustees believe they should have at each level of policy.
2) Determine if the desired amount of policy involvement varies with the policy area.
3) Compare the demographics of community college trustee boards with a similar group studied in 1986.
4) Examine the relationship between community college trustee attributes and trustees' desired amount of policy involvement.
5) Determine if institutional characteristics are related to the desired amount of trustees' policy involvement.
6) Explore the relationship between board structure and the trustees' beliefs about policy involvement.

Research Methods

With the assistance of ACCT, a four-page questionnaire was mailed to trustees and board chairs representing 100 locally governed U.S. community colleges. Board members were asked to provide demographic information and to indicate the degree to which they believed trustees should be involved in 72 policy issues; 12 each from six broad policy areas (personnel, student affairs, business and finance, physical plant, academic affairs, and administration).

Board chairs were asked to provide information on board structure and operation, such as size of the board, number and type of standing committees, number of meetings during a year, new trustee orientation, and incumbent trustee training. Board chairs were also asked, based on their experience, to what degree a governing board would be involved in the 72 policy issues, as well as their belief to what degree trustees should be involved with each issue.

Over 58 percent of trustees asked to participate returned usable questionnaires.

Characteristics of Participating Institutions

Using information available from ACCT and the American Association of Community Colleges, Grabowski determined that board members from a wide variety of institutions participated in the study. Institutions with elected trustees represented 52.4 percent of the sample, only slightly more than those with appointed trustees. Large and small institutions, single and multi-campus institutions, and those in existence more than 20 years (40 percent) or less were represented. The tenure of presidents ranged from one to 20 years, with the average just over six years.

Influence of Levels of Policy

Grabowski's study accepted that while policy making and administration are distinct, both administrators and trustees are involved with policy decisions at every level. For the survey, he grouped policies into four major levels or types and trustees were asked to what degree they believed boards should be involved for each type of policy. The levels are:

Level 1. The highest level—broad policies that specify the public concerns, problems, or needs for service that require organizational action.

Level 2. Second highest—policies that determine what part of the mission and what part of the population will receive the organization's action.

Level 3. Policies that specify how services and programs will be delivered.

Level 4. The lowest level—policies that specify techniques and controls for delivering services.

BEST COPY AVAILABLE

These four levels of policy decisions were identified by James Svara in the "Dichotomy and Duality Model of Governance" (1985). The strength of Svara's model is its recognition of a shared role in policy decisions for both governing boards and professional staff.

Survey results confirmed that trustees' desired policy involvement increased as the level of policy rose. Board members clearly felt that it was important to be involved with level 1 policies, with 80 percent expressing such a belief. By comparison, only 50 percent believed trustees should be involved in level 4 policies.

Trustees also consistently reported that they would choose a stronger type of policy action, such as making the final decision or adopting a policy, rather than giving advice, when they are dealing with level 1 or 2 policies. Trustees reported that they should be involved much less frequently in level 3 or 4 policies.

Influence of Policy Areas

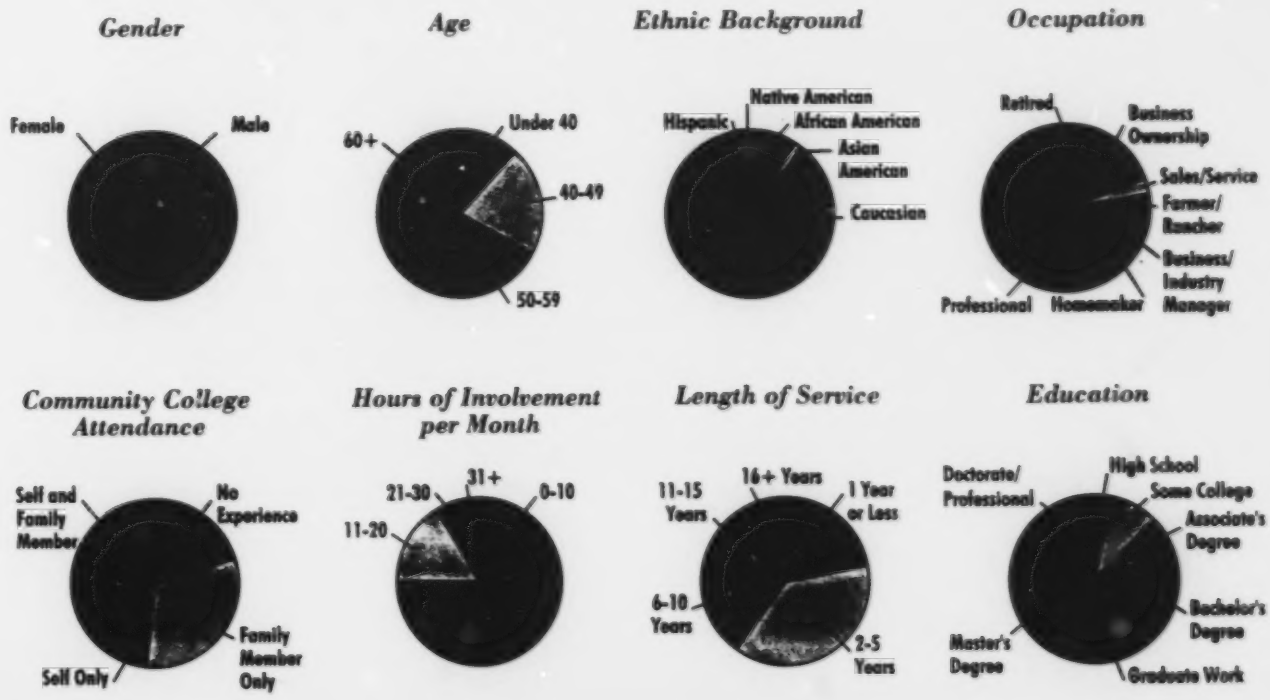
Six different policy areas were also studied to determine if trustees believed the importance of involvement varied with policy area. The policy areas studied were: personnel, student affairs, business and finance, physical plant, academic affairs, and administration.

Along with physical plant matters, trustees believe they should be involved with personnel matters, especially the selection of the president/CEO. Trustees desired a mid-range of policy involvement in administrative affairs, as well as business and finance. Trustees reported only a slight interest in being involved in student affairs policies and desired minimal involvement in academic affairs.

Trustee Characteristics

A profile of current community college trustees was developed based on the 339 usable questionnaires received. Figure 1 outlines the personal attributes of the sample trustees. Two-thirds of the respondents were men. While the average participating trustee was 56 years of age, over 36 percent of the trustees were over 60 years of age. The sample trustees included nearly 15 percent minority representation with 9.3 percent African Americans, 2.8 percent Hispanics, 1.2 percent Asian Americans, and 1.2 percent Native Americans. Eighty percent of trustees had earned a bachelor's degree or above. Sixty percent classify themselves as professionals, and cite education 54.5 percent of the time as their area of expertise, followed by banking (15.4 percent). Almost half of the trustees reported that they have attended a community col-

Figure 1 — Attributes of Sample Trustees



BEST COPY AVAILABLE

lege; only 20 percent reported that neither they nor a family member had attended a community college.

The majority of trustees (75 percent) reported spending fewer than 10 hours involved in board business each month.

Comparing current community college trustees with those surveyed in 1986 (Whitmore), Grabowski found slight increases in the number of women (from 28.9 percent to 33.1 percent) and number of ethnic minority trustees (from 9.8 percent to 14.5 percent). A significant shift was found in the length of service, with trustees serving one year or less going from 8.4 percent in 1986 to 22 percent in 1993. Trustees also appear to be slightly older, with those 60 or over going from 32.2 percent to 36.3 percent. More trustees have earned master's degrees (from 20 percent to 29.4 percent). The number of trustees listing their occupation as "professional" increased markedly from 40.7 percent to 60 percent.

An increase in the number of board committees resulted in a decrease in the amount of policy involvement desired by boards.

Influence of Trustee Characteristics

Having established the profile of local trustees and the pattern of their beliefs about the importance of policy involvement, Grabowski analyzed whether there were any correlations. Three attributes were found to influence the trustees' desired policy involvement: a trustee's occupation, the time spent on board business, and community college experience.

Trustees who never attended a community college thought boards of trustees should be involved in policy decisions significantly less than those with community college experience.

The second attribute that appeared to influence trustees' desired policy involvement was occupation. Trustees who listed their occupation as business owner or manager were much less interested in being involved in policy than trustees who listed themselves as retired or homemakers. A close examination determined that occupation was the primary influence on the trustees' belief in the importance of involvement in level 1 policy decisions.

The third attribute that appeared to influence desired policy involvement was time spent on board business. The more hours trustees reported spending on board business, the greater their desired involvement in higher level policy decisions. Extensive time spent by trustees on board business did not increase desired involvement in low level policy decisions.

Influence of Institutional Characteristics

The influence of characteristics of locally governed community colleges was examined by Grabowski and geographic region was found to influence the amount of desired involvement in high level policies by trustees. Those board members in ACCT's Central Region desired more involvement in policy decisions than their colleagues across the country; followed in order by trustees from the Western Region, Pacific Region, Southern Region, and Northeast Region.

An examination of the amount of desired trustee involvement at each level of policy did reveal a significant decrease by trustees in the importance of being involved in the highest level of policies for each year of maturity a college achieves.

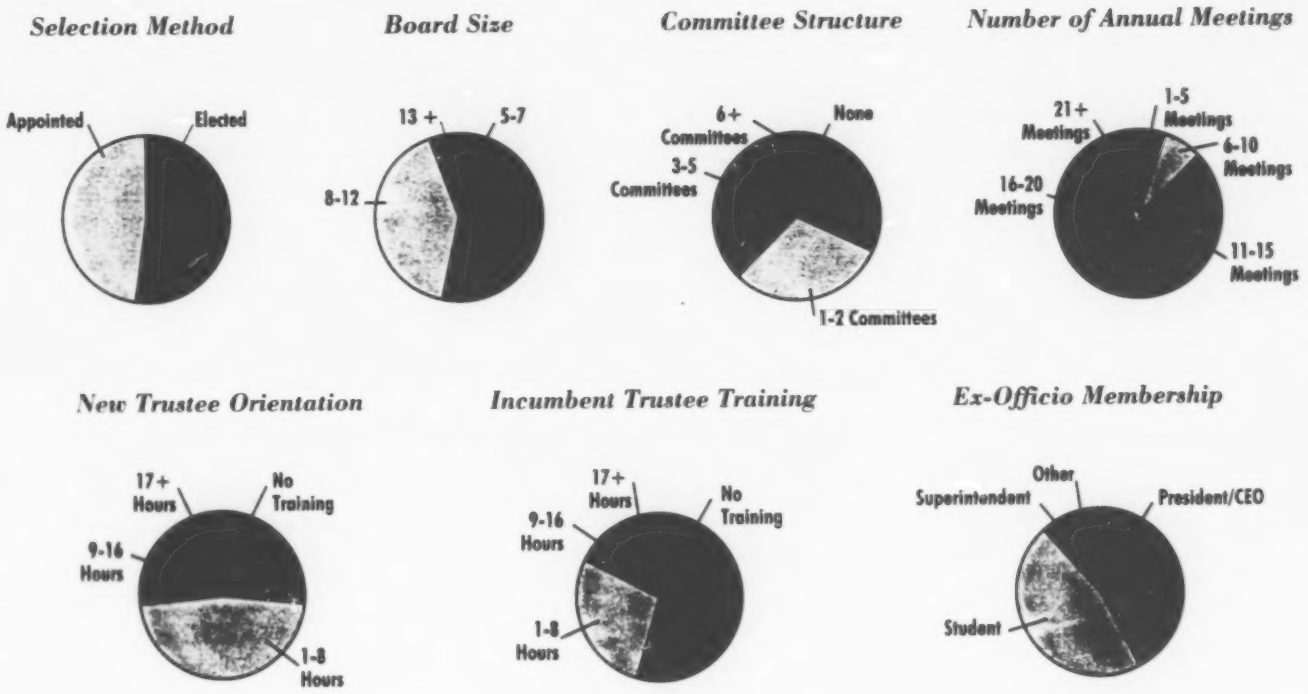
Profile of Local Boards

A description of local trustee boards was developed based on the information provided by the 75 board chairs who responded to the survey. Figure 2 provides an illustration of the structural elements examined and the percentage at which they were found in the sample. Almost identical numbers of elected and appointed board chairs responded. More than half of the boards had seven members or less and only 5 percent had over 13 members. The two largest boards in the sample had 23 voting members each. Generally, elected boards had fewer members (average of 6.9) than appointed boards (10.7).

In general, trustee boards conducted their business at monthly meetings (54.7 percent) and did not use an extensive committee structure. Most boards had some ex-officio members, including the president/CEO or a student. The final structural element examined was the training pattern of new and incumbent trustees. One out of every four boards reported no training for its new trustees and over twice as many boards offered no training for incumbent trustees.

A comparison of board structure with those studied by Whitmore in 1986 revealed that both the frequency of meetings and the boards' committee structure changed over the six-year period. In 1993, 24 percent more boards met at least monthly than in 1986. Since 1986, the committee structure of boards has also changed significantly. Boards that report no use of committees fell nearly 10 percent from 1986 to 1993. At the same time, the number of boards using more than six committees dropped by 60 percent during the same period.

Figure 2 — Structure of Sample Boards



Influence of Board Structure

Seven structural elements were examined to determine if they influenced the desired policy involvement of trustees. The only structural element that was found to influence the overall policy involvement desired by trustees (when the other variables are controlled) was the number of committees established by the board. Counter to what one might predict, Grabowski found that an increase in the number of board committees resulted in a decrease in the amount of overall policy involvement desired by boards.

Summary

John Grabowski concluded from the results of his study that the amount of policy involvement trustees believe important varies across the range of policy areas and with policy level. Consistently, trustees believe they should be more involved with higher level policies than with the lower management level policies. When involved with a policy decision, trustees believe they should take specific action by making the final decision rather than by providing advice or adopting a guiding policy.

It was found that the overall amount of the trustees' desired policy involvement was significantly related to the trustees' occupations and time spent on board business. Desired involvement in higher level policies was influenced by only two of the seven institutional characteristics examined: geographic region and maturity of the college. Regarding board structure, only the number of committees used influenced the desired overall policy involvement by trustees. Finally, a board's composition was found not to influence trustees' belief in the importance of their policy involvement. ■

References

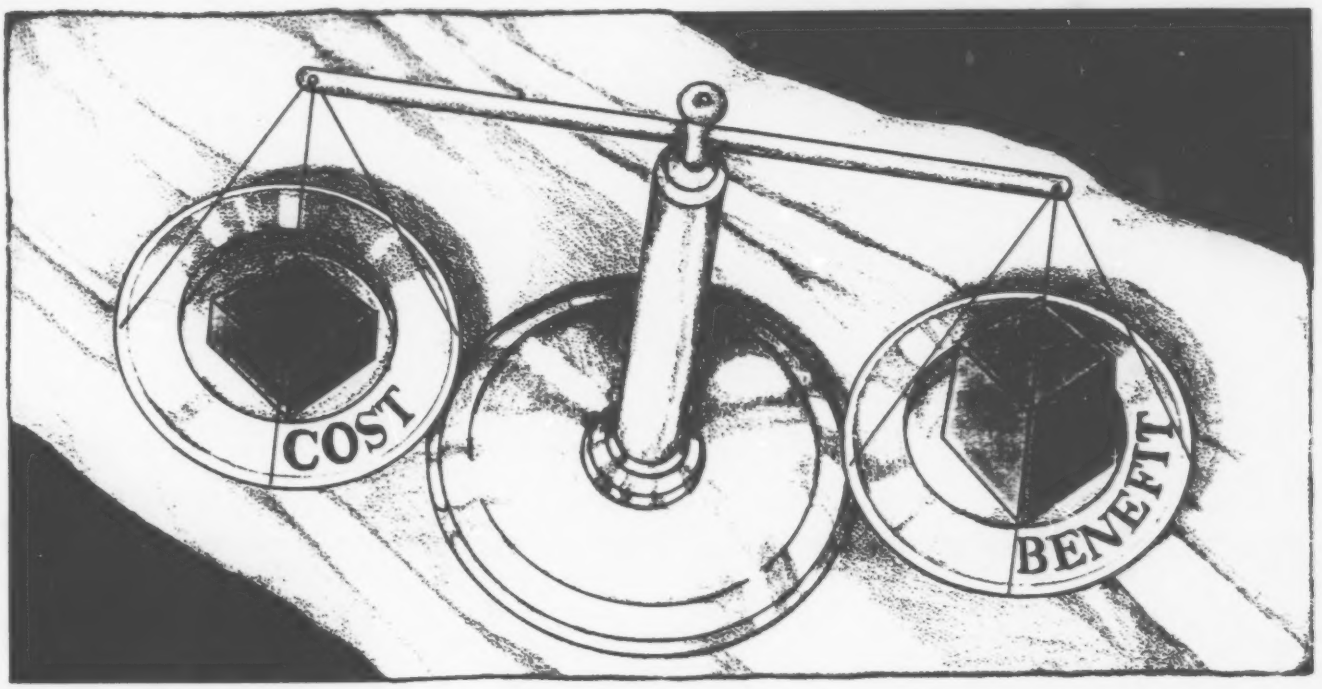
Svara, J. H. (1985a). "Dichotomy and Duality: Reconceptualizing the Relationship Between Policy and Administration in Council-Manager Cities." *Public Administration Review*, 45, 221-231.

Whitmore, L. A. (1987). *A National Study of Local Community College Trustees*. Unpublished doctoral dissertation, University of Texas at Austin, Austin, Texas.

BEST COPY AVAILABLE 10

FEATURE

A Cost-Benefit Analysis System for Proposed Capital Projects



by Steven E. Rice and Robert R. Evans

As stewards of the public tax dollar, the board of trustees of Colorado Mountain College asked the college administration to develop a cost-benefit analysis model that could be used for proposed capital projects. The administration's proposal for an interactive instructional video system, expensive to implement and operate, offered the perfect opportunity to develop and test such a model.

Colorado Mountain College (CMC) is a local district community college which has a district and service area of approximately 12,000 square miles. The college is located in north-central Colorado and serves this region with a seven-campus, 18-instructional-site delivery system. Total population for the district is 125,000, and no campus has more than 700 full-time equivalent students. The administration desired to improve access and to expand curricular offerings through implementation of an interactive instructional video system.

Steven E. Rice is dean of instruction, and Robert R. Evans is vice president for educational services, at Colorado Mountain College in Glenwood Springs, Colorado.

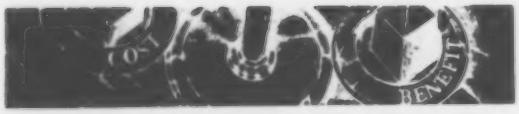


Table 1

Cost-Benefit Analysis for Major Capital Projects

Step 1—Need

Establish need based on college mission and goals. Consideration is given to alternative methods to meet the perceived need.

Step 2—Return of Capital Cost

1. Determine the useful life of the project.
2. Determine return of capital cost.
   For the useful life of the project calculate:
   New Revenue - New Costs + Cost Reductions = Return to the College

Step 3—Decision

If the Return to the College is greater than the Cost of the Equipment, go directly to the investment.

OR

If the service is of such benefit that paying from the tax base may be appropriate, go to further study.

The Cost-Benefit Analysis Model

The basis of the model is that the cost of capital should be recovered through new revenue, minus new costs, plus savings derived from the project during its perceived useful life. Projects which meet this test, and for which there is a need based on college goals, are designated for immediate funding. Projects which do not meet the pay-back test must have a high value to the district and undergo further study. The Cost-Benefit Analysis Model developed is shown in Table 1.

Following is a description of the application of the Cost-Benefit Analysis Model to the proposed interactive instructional video system (IVS) for Colorado Mountain College.

Step 1—Need

The IVS had four instructional purposes at the college which cannot be met as well via other alternatives:

1. Access to advanced high school and introductory college courses.
2. Extension of current programs and offerings to places which cannot support these offerings.
3. Development of new programs which cannot be supported by a single site.
4. Bringing upper-division and graduate programs to individuals in the college's service area.

As a result of the large service area, the college also plans to run its phone and data services on the network. The system will also be used for meetings, and thus reduce travel time and expense.

Step 2—Return of Capital Cost

The rule of the model is that the cost of capital equipment over the useful life of the equipment must be equal to or less than New Revenue minus New Cost plus Cost Reductions over that period. Let us consider each of these.

Useful Life. Different capital projects have different useful lives. Buildings may last for 30 years, computers only four. For the Instructional Video System, with its attendant other uses, the useful life was determined to be 12 years. This period was based primarily on the current useful life of the system at Mohave Community College in Arizona, which serves a similar large rural area.

New Revenue. New incremental revenue was based on the college's ability to deliver more curriculum to more people. The college will derive tuition, state reimbursement, and fee income from new and expanded offerings in the following areas:

- high school and introductory courses,
- vocational and sophomore-level offerings,
- summer school, and
- rental to other users, especially baccalaureate and graduate programs.

New Expenses. New incremental expenses will occur because of the system. These will include:

- faculty salaries,
- faculty development,
- staff to operate the IVS and related computer systems,
- educational supplies,
- system maintenance,
- telecommunications costs, and
- other miscellaneous costs.

Capital Costs. New capital costs include capital and installation costs for the IVS, as well as an upgrade to the computer system.

The method used in all of these schedules is based on incremental costs and revenue. Incremental is defined as new revenues or new costs related to the system. For example, if a class is already being conducted and we are adding new sites, only revenue from the new sites is included. Likewise, since instructor cost is already paid, instructor cost is not included unless class size becomes so large that additional instructors are needed.

Colorado Mountain College needed to connect at least 13 instructional sites. It considered completing the system in either a three or four-year time period. The college also considered what would happen to revenue, expense, and cost reduction with or without high school participation. Once the model was developed, different assumptions were easily tested.

Step 3—Decision

The dollar return over the 12-year period ranged from $336,000 to $401,000, depending on whether the system was built in three years or four, and whether high schools were included or not. The board of trustees, based on its belief that access to curriculum for the whole population of the district was important, and that the system was affordable, acted favorably on the proposal.

The current analysis of the IVS using the Cost-Benefit Analysis Model and the different assumptions is shown in Table 2.

The administration will continue to upgrade the analysis based on new information. For instance, it is expected that:

- As a result of the bidding process and decreasing equipment costs, capital cost for the project will decrease markedly by the time the college brings the project to bid.
- Pending federal legislation to encourage telephone companies to give educational institutions preferential rates for communications may decrease costs.
- Several school districts and college sites are eligible for various grants. It is the intention of the school districts and the college to apply for these grants. If successful, the proceeds of these grants will also be included in the model.

As any of the above occurs, college staff are able to update the spreadsheets used in the model and consequently, are constantly analyzing projected costs versus benefits.

This model has proven beneficial to the board of trustees of Colorado Mountain College when considering major capital expenditures. Hopefully, it will be of benefit to other community college boards and staffs as they weigh major financial decisions. ■

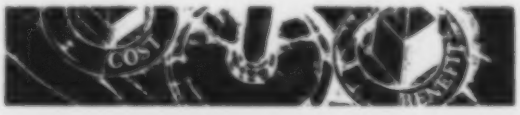


Table 2

Cost-Benefit Analysis: CMC Instructional Video System

1. **Need**
   Need is established in college vision statement, Title III internal studies, and North Central Association of Colleges and Schools accreditation report.
2. **Return of Capital Cost**

Fast Growth (3-year build out)—12-year life—With High Schools

Total Revenue (12 yrs)	8,068,198
-Total Expenses (12 yrs)	7,948,469
+Total Cost Reduction (12 yrs)	1,388,161
Return to CMC	**1,507,890**
-Total Capital Cost	1,107,326
Difference	**400,564**

Return is greater than capital cost

Slow Growth (4-year build out)—12-year life—With High Schools

Total Revenue (12 yrs)	7,073,631
-Total Expenses (12 yrs)	6,909,592
+Total Cost Reduction (12 yrs)	1,279,062
Return to CMC	**1,443,101**
-Total Capital Cost	1,107,326
Difference	**335,775**

Return is greater than capital cost

Fast Growth (3-year build out)—12-year life—Without High Schools

Total Revenue (12 yrs)	6,627,777
-Total Expenses (12 yrs)	6,644,301
+Total Cost Reduction (12 yrs)	1,388,161
Return to CMC	**1,371,637**
-Total Capital Cost	1,007,326
Difference	**364,311**

Return is greater than capital cost

Slow Growth (4-year build out)—12-year life—Without High Schools

Total Revenue (12 yrs)	6,139,223
-Total Expenses (12 yrs)	6,055,926
+Total Cost Reduction (12 yrs)	1,271,700
Return to CMC	**1,354,997**
-Total Capital Cost	1,007,326
Difference	**347,671**

Return is greater than capital cost

3. **Decision**
   Board approval of proposal.

BEST COPY AVAILABLE

It's a Whole New Ballgame

by Stephen C. Scott

In an ideal world, a change of political parties in power would have no effect upon education. Unfortunately, we don't live in an ideal world. Therefore, with the recent changes in elected officials, community college trustees must become more proactive in their colleges' governmental relations.

Community college trustees must be involved with elected officials and educate the new members of the state legislatures and Congress about the important role of community colleges in economic development, global competitiveness, and higher education.

In this article, how to communicate with Members of Congress will be discussed, but in most cases the suggestions could also apply to state or local elected officials.

The communication key at all levels is to 1) determine the needs, issues, goals, or objectives of the elected officials and 2) show them how your community college meets, addresses, reaches, or accomplishes them.

Your first step is to write a letter of congratulations to your new Member of Congress. A congratulatory letter should also be sent to your local officials. You can get the name and address from your community (or public) library.

After the initial contact, you need to build a rapport with your Member of Congress. One way is to invite the new member to visit or attend events on your college campus. Some possibilities include an invitation to speak to a large audience or even to some classes. If you want the Member of Congress to know the importance of Pell Grants to your students, invite the member to visit the college on the day Pell checks are distributed, see firsthand the number of students waiting in line, and let some of the students tell why Pell Grants are important to them. Show your elected officials how real people benefit from the programs! (For more ideas on bringing your Member of Congress to campus, see the Fall 1993 special edition of the *Trustee Quarterly*.)

Community college trustees must be involved with elected officials and educate the new members of the state legislatures and Congress about the important role of community colleges in economic development, global competitiveness, and higher education.

Whether it's students and employers telling about customized training for existing employees, or officers from new industries describing the quality of pre-employment training, it is important that elected officials know some of the many benefits and services that your college provides to the community, state, and nation.

Ask your college's public information officer to compile student success stories that you can share orally or in writing when communicating with your elected officials. Taking this concept statewide, the North Carolina Department of Community Colleges conducted a contest asking students to tell in their own words how community colleges have helped them. A winner was selected at each of the 58 colleges. The stories were gathered and printed in a hardcover book entitled, "How North Carolina Community Colleges Have Made a Difference." Copies were hand-carried to state legislators by college trustees and presidents. Remember, "All politics are local."

It is beneficial to remember that many opinion leaders described the November 8, 1994, elections as a mandate for a reduction in the size of big government and government spending. Therefore, in the coming fierce competition for remaining funds, it will be more important than ever for community college trustees to explain the role and benefits of community colleges to our newly elected officials. ■

(Author's note: To assist you in your advocacy efforts, ACCT has published an excellent booklet called "Effective Advocacy—A Guide for Community College Trustees." This 44-page booklet is divided into three parts: Communicating with Members of Congress, A Team Effort—State Advocacy, and The Local Advocacy Effort.)

Stephen C. Scott is president of Southeastern Community College in Whiteville, North Carolina.

BEST COPY AVAILABLE

Washington's State's SMART Investment Brokers Get Wiser

by Karen Jones

Community and technical colleges in Washington State have organized to encourage legislative and public support for investing in their brand of higher education since 1990. The success of the SMART Investment campaign has been evident in legislators' growing familiarity with issues of concern to two-year institutions. In 1994 colleges decided to put their image to the test by floating a statewide survey to determine the public's familiarity, opinions, and perceptions regarding the State's 32 community and technical colleges.

Driven by funding from the Trustees Association of Community and Technical Colleges (TACTC) and conducted by Market Trends for the system's SMART Investment Committee, the survey measured public opinion regarding the overall quality of college programs, the adequacy of state funding, support for possible tuition increases, satisfaction with information received from the colleges, and other issues. Survey questions were drafted and tested by a taskforce representative of trustees, college presidents, public information directors, and State Board staff. Results compared favorably with the findings of a similar survey conducted in 1990, which formed the basis for the system's initial Smart Investment program.

Karen Jones is a member of the TACTC Survey Taskforce and is assistant to the president for college relations at Lower Columbia College.

The Smart Investment

Washington Community & Technical Colleges

The success of the SMART Investment campaign has been evident in legislators' growing familiarity with issues of concern to two-year institutions.

A total of 1,367 adult Washington residents were interviewed by telephone from late July through Mid-August. To ensure that the survey sample accurately reflected the population distribution and demographic characteristics of the State's adult population, approximately 195 people were interviewed in each of seven geographic regions, yielding a statewide reliability of +/-2.7 percent.

"When the TACTC Executive Committee first considered the plan to conduct the public opinion survey last spring, we wanted to make sure that the findings would be meaningful, and that they would not just sit on a shelf after the survey was complete," said TACTC president Barbara Stephenson, a trustee from Olympic Community College. She also noted that "the survey has clear implications for our legislative activities in the coming session."

Findings

Contact and perceptions:

- 71 percent of those surveyed considered themselves familiar with community and technical colleges.
- 53 percent had attended classes at a public two-year college in Washington; 42 percent indicated a member of their household had attended.
- 45 percent had attended for job skills training; 33 percent had attended for academic transfer; and 29 percent to learn a new skill for personal enrichment.
- 50 percent considered education of equal or greater quality at two-year compared to four-year institutions; 32 percent rated four-year institutions higher. Those who

continued on page 12

SMART INVESTMENT CAMPAIGN

continued from page 11

gave two-year colleges top marks for quality cited smaller classes, a focus on job skills, and instructors who concentrate on teaching.

"Throughout the survey, people who were familiar with the colleges rated the system more favorably than those with less experience or familiarity," said Jennifer Purcell, Market Trends project manager.

Priorities and performance

- Poll respondents were asked to rate the importance of colleges addressing 12 different educational and social issues. They put the following three at the top of the list: helping students learn job skills (91 percent rated this as important for colleges to address), offering affordable tuition (87 percent), and providing access to higher education (83 percent).
- Even the bottom three: providing educational opportunities for students of color (67 percent), helping new immigrants learn English (59 percent), and helping teenagers earn college credits while completing high school (56 percent), all rated above 50 percent.
- Those who were familiar with the colleges and rated an issue as important were also asked to evaluate the colleges' effectiveness at addressing those issues. Performance ratings were somewhat lower than the importance rating, especially in the more highly ranked priorities.

"Economic and social concerns included in the survey were identified as desirable community and technical college goals. Greater than half of those polled considered every one of the items important. It is important to recognize, therefore, that the colleges' goals are in sync with the priorities of the communities they serve," said Purcell.

Funding and tuition

- Although 57 percent expressed no opinion regarding how effectively colleges used State funds, 33 percent said community and technical colleges should receive a larger share of state funding (26 percent endorsed funding at current levels). Those familiar with the colleges were much more likely (57 percent) to feel the colleges need a larger share of funds than those unfamiliar with the colleges (41 percent).
- When considering possible budget cuts for state programs, 70 percent want college funds protected (either increased, not cut at all, or cut less than other programs).
- Residents strongly oppose generating more money through increased tuition by more than a three-to-one margin (54 percent opposed, 16 percent in favor, 29 percent undecided). Tuition increases are most strongly opposed by young people, those having some college education, and those who are familiar with the colleges.

Public information

- The quarterly class schedule remains the leading source of information about community and technical colleges at 67 percent. Other publications (23 percent), newspapers (20 percent), and word of mouth (17 percent) were other sources.
- 68 percent indicated that they received enough information regarding the colleges; 28 percent said they would like to receive more. 42 percent of the residents between the ages of 18 and 29 felt that they did not get enough information; they were more likely than the other groups to visit or call the college for information.
- Other information requested was course information (28 percent), cost/tuition information (9 percent), and college statistics and background.

Communications

Following data collection and interpretation, college presidents asked system public information officers to develop recommendations for improving system-wide and local college communications programs based on survey results. The Executive Committee of the Public Information Commission offered a five-point plan of "What to Say," public information themes and messages, and "How to Say It," techniques and opportunities. Recommendations included some tough calls, such as addressing perceived gaps between college priorities and performance by determining effective ways to more accurately measure accomplishments, and even shining a light on shortcomings of current efforts, such as when students are forced to learn on outdated equipment.

"The SMART Investment Committee strives to avoid prescribing a 'one size fits all' approach on any communications issue," according to Barbara Stephenson, "but the members do believe it's important for all of us in the system to share a frame of reference when we address issues like those raised in the survey."

More information on the survey results and communications plan are available from Bruce Botka, State Board for Community and Technical Colleges, PO Box 42495, Olympia, WA 98504-2495. ■

Florida Community College Achieves Purchasing Diversity Through Minority Business Outreach

While many businesses are grappling with ways to assure that minority vendors receive their fair share of the purchasing pie, Florida Community College at Jacksonville (FCCJ) is showing how business with minority firms can grow without singling them out for special treatment.

FCCJ has made equal opportunity the basis for its purchasing plan, and as a result has achieved an impressive record in diversifying its business dealings in the past several years. In 1994, minority-owned and woman-owned businesses accounted for 18.4 percent (approximately $5.3 million) of the College's purchases, up dramatically from 2.6 percent (approximately $220,000) in 1991.

This has been accomplished through an innovative minority outreach plan which has literally linked college employees with minority organizations in the community and has instituted bidding procedures that assure a level playing field. Unlike the plans of many other organizations, FCCJ's plan does not use set-asides, sheltered competition, or other incentives. By statute, contracts are awarded to the lowest bidder meeting the proposal's specifications, fulfilling an obligation to the taxpayer to operate with maximum cost-effectiveness.

"What we've created is a system that supports a fair and competitive business operation," said FCCJ President Charles Spence. "We're providing more business opportunities to minorities, but they're earning that business all by themselves by being competitive in the marketplace."

So how does the plan work?

For each purchase in excess of $1,000, at least 25 percent of all vendors invited to bid must be minority- or woman-owned business enterprises. It's that simple. There are no requirements as to how many minority businesses must bid or how many of them must win contracts.

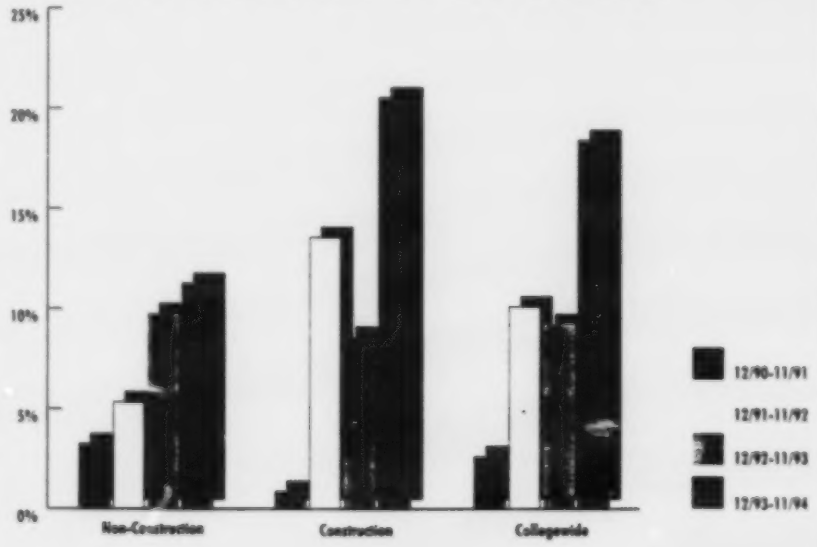
"Legally, we can't require that a certain portion of contracts be awarded to minority businesses," said Larry Snell, FCCJ's director of purchasing and stores. "And ethically, we can't offer incentives to one group and not another. But we didn't need to do that anyway. Minority businesses can compete on a level playing field as long as they are offered equal opportunity to participate."

According to Snell, one of the reasons why few minority businesses had been awarded contracts in the past, was because FCCJ had not maximized its opportunity to inform minorities that projects were open for bid. Communication was improved by hosting an annual minority outreach workshop, advertising in local minority publications, and attending local minority trade shows. A college representative also served on the planning board for Jacksonville Minority Enterprise Development Week.

"Most of our communication with minority organizations is done personally because in addition to disseminating the information, we want to build our credibility," said Snell. "This is necessary in establishing a good working relationship."

continued on page 14

FCCJ Minority Business Report/Quarterly Analysis by Percentages



BEST COPY AVAILABLE

MINORITY BUSINESS OUTREACH

continued from page 13

Improvement was also needed in the numbers of minority vendors on the college's bidders list. In 1991, before the minority outreach plan was initiated, its minority vendor list comprised only 150 names. Today, there are more than 1,000 minority vendors in a database organized by commodity.

FCCJ increased its database of minority vendors mostly by networking within the community. The college met with local agencies, such as the Jacksonville Chamber of Commerce and the Duval County School Board, and incorporated minority vendors from their lists. FCCJ employees also became involved with minority community organizations, including the Urban League, NAACP and Minority Business Development Center.

"Our commitment to this plan extended far beyond the college's purchasing department," said Snell. "Employees representing various FCCJ departments were and still are involved in the networking. Also, employees have been given on-line access to the bidders database so they are aware of which vendors and services are on the list."

In addition to the large outreach component of the plan, several changes were made in the bidding process to assure fairness. For instance, large construction bid packages are now broken into smaller packages, allowing smaller firms which provide services in specialized areas of construction to compete for contracts. Also, at the public bid opening, all contractors must submit a final list of subcontractors to be used and adhere to their list if they win the contract.

As for professional services, FCCJ's plan takes a different approach. The awarding of professional service contracts is based on numerous vendor qualifications, rather than solely on price, using a request for qualification. The plan stipulates that all vendors vying for a professional services contract must be evaluated on a 100-point scale, with a specified number of points assigned to each criterion. In addition to the contract-specific criteria, five points are awarded to vendors which are greater than 51 percent owned and controlled by minorities or women (2.5 points for joint ventures). Up to five points can also be earned by vendors which are both an equal opportunity and affirmative action employer *and* demonstrate a minority presence among its employees.

"While minority vendors do have an advantage when it comes to requests for qualification — because they can potentially earn 10 points where majority vendors can earn only up to five points—the advantage is minimal when taken in the context of the 100-point total. But hopefully, it's enough to make the playing field level," said Snell.

According to Snell, the implementation of the minority outreach plan as a whole was a long-term and gradual process.

"I won't say that it was easy to implement this plan utilizing existing staffing," said Snell. "It took a lot of effort and initiative on the entire purchasing department's part, and it took a few years to realize significant results. By and large, it's a proactive plan—not a quick-fix solution for past sins."

FCCJ's accomplishments in this area have not gone unnoticed, however. In 1994, it was selected as "Corporation of the Year" for minority development in Jacksonville by the Jacksonville Minority Business Development Center.

"Many organizations, both locally and elsewhere, are starting to take notice of our plan's results and the fact that it is based purely on equal opportunity," said Snell. "That makes our plan quite unique and a model for others." ■

CALENDAR

Trustee Education Opportunities
March-June 1995

March

25–28
AGB Annual Meeting
Seattle, WA

April

12–13
Pennsylvania Commission for Community Colleges Annual Meeting
Harrisburg, PA

23–26
AACC Annual Meeting
Minneapolis, MN

28–30
ACHE Spring Conference
"Linkages: Community Colleges Working With Government and Industry Worldwide"
Daytona Beach, FL

May

4–5
North Carolina Association of Community College Trustees Annual Meeting
Greensboro, NC

11–12
Ohio Association of Community Colleges Annual Meeting
Oregon, OH

17–19
Trustees Association of Community and Technical Colleges of Washington State Annual Convention
Spokane, WA

21–24
NISOD International Conference on Teaching Excellence
Austin, TX

June

1–3
ACCT Central Region Seminar
Springfield (Branson), MO

8–10
Illinois Community College Trustees Association Annual Convention
Itasca, IL

15–17
ACCT Northeast/Southern Region Seminar
Charleston, South Carolina

22–24
ACCT Western/Pacific Region Seminar
Santa Fe, New Mexico

BEST COPY AVAILABLE

What on Earth Is a Board Secretary?

by Carol Scheid

At the 1994 ACCT Annual Convention in Chicago, ACCT recognized the Community College Professional Board Staff Network, formed to facilitate professional development opportunities for board staff. We had been meeting informally at ACCT conferences for the past few years, but a more formal structure will provide direction to our efforts.

As the vice-president of this new network, I sometimes get curious questions about what a board secretary is and what a board secretary does. Let me explain.

Board secretaries are a select group of people who have the privilege of staffing, assisting, and supporting trustees governing America's two-year and four-year institutions, public and private. We come in all shapes and sizes, genders and ages, experience and backgrounds. One thing we all share, however, is a passionate fidelity to our mission, which is to support and serve the lay governance process and those who carry it out in our respective institutions.

The term "board secretary" means different things at different institutions. In many cases, the term is taken directly from a board's bylaws and/or the state enabling legislation and denotes the individual responsible for the official record of the board, the seal, and the other duties entailed in supporting a board of trustees. In many instances, the president, by title and law, is the legally recognized board secretary; however, few presidents have the time to carry out these secretarial functions and therefore delegate them to a professional board staff person.

"Other duties as assigned" to the president's secretary may define the professional board staff secretary position in a small institution. In large and complex organizations, the legal counsel may serve as board staff secretary, with a many-person staff to fulfill the requirements of a busy board and district. In other instances, the board secretary may be an assistant or special secretary hired or assigned to support the board directly.

Whatever the internal arrangements, board secretaries all have a variety of

continued on page 16

Carol Scheid is associate secretary to the board of Cuyahoga Community College, Cleveland, Ohio, and vice-president of the newly formed Professional Board Staff Network.

Professional Board Staff Ethical Values and Principles Statement

As Professional Board Staff, we maintain personal and professional integrity

- by understanding we are accountable to our Board, our CEO, and our institution for maintaining the public trust they administer;
- by realizing that our actions must always be held accountable by these higher authorities;
- by abiding by the spirit as well as the letter of board policy, intent, agreements, and expectations;
- by ensuring those we serve have the best possible staff support in a quality, timely, and effective manner.

As Professional Board Staff, we are obliged to safeguard and protect the integrity and reputation of the institution

- by avoiding improper actions, real or perceived;
- by providing the highest level of service and support to those who have been charged to maintain and uphold the public trust.

As Professional Board Staff, we are honest in our dealings with the Board, the CEO, and the institution, as well as its many internal and external communities

- by exercising tact, diplomacy, and discretion within the limitations and constraints inherent in the position;
- by presenting all information entered into the record without personal bias, opinions, or feelings;
- by maintaining the highest standards of transcription and accuracy in all official records of the board;
- by treating all persons with respect and fairness.

As Professional Board Staff, we represent the highest ethical standards

- by conducting ourselves and our offices so that the integrity of the board of trustees and the institution is never questioned as a result of our actions;
- by not revealing confidential material or information to anyone regardless of the power or position of the requester.

BEST COPY AVAILABLE

INDEX
Trustee Quarterly 1994

Academic Policy

Fonte, Richard. "A Local Community Emphasis for Study Abroad Programs." Summer 1994, pp. 9–11.

Wilkerson, Darcy. "Illinois Community Colleges Guarantee Their Students' Education." Winter 1994, p. 17.

ACCT

"ACCT Minority Affairs Committee Sets Goal of Better Communications." Summer 1994, pp. 6–8.

Advocacy

Hutchins, Sally. "Accreditation Agencies and the Federal Government: Can They Work Together?" Spring 1994, pp. 2–5.

Liu, Goodwin. "Community Colleges: Critical Partners in National and Community Service." Spring 1994, pp. 10–12.

Economic and Workforce Development

"Key Role for Community Colleges in 'New Economy'." Fall 1994, pp. 13–14.

Education Trends and Issues

"College Responses to Security Crises." Winter 1994, pp. 15–16.

"Community College Students Pursue 'Hot' Degrees." Fall 1994, p. 12.

Fulton, Patsy. "Building Educational Excellence in a Diverse Environment." Summer 1994, pp. 14–15.

Graystone, John. "British Educational Reforms: Quality, Accountability, Expansion, and Efficiency." Spring 1994, pp. 6–9, 14.

Padron, Eduardo J. "Multicultural Education: Terms of a Debate." Winter 1994, pp. 18–19.

Employee Relations

Honnert, Gary. "Sinclair Grows Its Own Minority Faculty." Summer 1994, p. 5.

Kent, Norma. "Achieving Faculty and Staff Diversity: Dallas Finds Multilevel Approach Key to Success." Summer 1994, pp. 2–4.

Sackett, Duane H. "Administrative Searches and Institutional Quality." Fall 1994, pp. 15–16.

Ethics

"British Columbia Association Develops Code of Ethics." Spring 1994, pp. 13–14.

Sweitzer, Edward M. "Trustee Heroines and Heroes." Winter 1994, pp. 11–14.

Financial and Business Policies

"Georgia Lottery for Education Provides HOPE." Spring 1994, p. 15.

Sherman, Vaughn. "Looking for the Right Place for Community Colleges in an International Scholarship Program." Summer 1994, pp. 12–13.

Southerland, Arthur, and Graham, Mary Spring. "Fundraising from the Private Sector: Trustee Perceptions." Fall 1994, pp. 5–8.

Taylor, Ray. "The Community College Board and the Foundation Board: The Role Relationship in the Context of 'Policy Governance'." Fall 1994, pp. 9–10.

Nature of Trusteeship

Anderson, Richard, and LaVista, Daniel J. "Survival Skills and the Trustee Orientation." Fall 1994, pp. 2–4.

Germond, Norma Jean; Keyser, John; and Sherman, Vaughn. "Trustees as Reluctant Leaders: The Board/CEO Relationship." Winter 1994, pp. 8–10.

Kempkes, Ted. "The Community Connection." Fall 1994, p. 11.

Presidential Relations

O'Banion, Terry. "Honoring Retiring Presidents." Winter 1994, pp. 2–7.

WHAT IS A BOARD SECRETARY?

continued from page 15

functions, but the primary one on board meeting days is to capture and produce the official board record. The core duty of all professional board staff is to ensure that the board has an accurate record of the meeting and that its official policies and statements are clear. Board secretaries are the keepers of the institutional memory.

Most board secretaries also are responsible for preparing agendas, support materials, and the myriad details related to formal board meetings and board committee meetings. Additional duties cover a wide range from making travel and meeting arrangements to interacting with the trustees in delicate, policy-level discussions impacting the institution, its constituents, or the community.

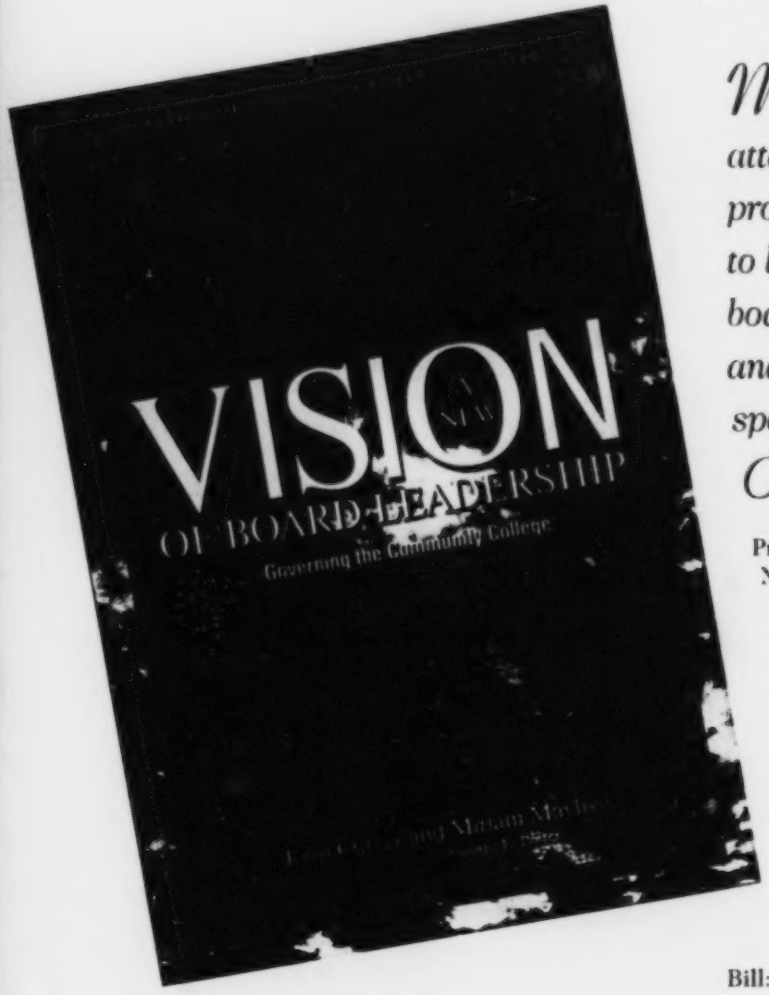
Board professional staff are good listeners. We try hard to hear what is said and what is inferred. We read between the lines and try to ensure that all trustees have their concerns and questions responded to as thoroughly as possible. We spend a good deal of time conferring with our presidents so that they are aware of trustee requests, interests, and needs.

The link between the board staff person and the president can be critical to the success of the institution because it must be strong, flexible, and totally confidential. The board secretary sees the board from a different perspective than the president, and can provide a valuable point of view.

We, as professional board staff, believe that individuals placed in positions of extreme confidentiality, as we are, should subscribe to a published statement of ethical standards. Therefore, our first official act after forming the Professional Board Staff Network, was to approve the statement of ethics on page 15. We are proud to present it and to let our trustees and presidents know we feel privileged to have their trust. ■

BEST COPY AVAILABLE

The book you've been waiting for!



Must reading for boards interested in attaining new levels of effectiveness and productivity and realizing their potential to lead the institution. This vision of board leadership applies the concept and principles of "Policy Governance" specifically to community colleges.

Order your copy today!

Price: ACCT Members—$25 plus $1 postage/handling
Non-Members—$35 plus $1 postage/handling

_____ copies @ $_____ = $_____

_____ postage/handling @ $1.00= _____
(maximum $5.00)

TOTAL $ _____

☐ Please bill ☐ Check enclosed $ _____
(U.S. funds)

Please include P.O. No. for invoices: _____

Ordered by: _____
(print name)

Bill: _____

_____

_____

_____

Mail to (if different): _____

_____

_____

_____

Send form to ACCT, 1740 "N" Street, NW, Washington, DC 20036, FAX (202) 223-1297.

You will learn how:

- Boards can be free to lead the institution, focusing on the long-term vision, rather than the trivial;
- The board can assure it truly acts on behalf of the community;
- The CEO can be free to operate the institution, while providing greater accountability to the board; and
- Institutional outcomes can be evaluated.

Association of Community College Trustees
One Dupont Circle NW
Washington DC 20036

Nonprofit Org.
U.S. POSTAGE
PAID
PERMIT NO.
8841

BEST COPY AVAILABLE

SPRING, 1995

TRUSTEE QUARTERLY

The Rewards of International Relationships

BEST COPY AVAILABLE

ASSOCIATION OF COMMUNITY COLLEGE TRUSTEES

The Future

Implications for Community College Governance

ACCT Annual Convention

September 20-23, 1995
Washington State
Convention and Trade Center
Seattle, Washington

For further information,
contact ACCT at
202-775-4667
Fax 202-223-1297

ACCT
ASSOCIATION OF

BEST COPY AVAILABLE

Board of Directors 1994–95

Chair
Maureen Grady
Clark State Community College, OH

Chair-Elect
Gene E. McDonald
Westmoreland County Community College, PA

Vice-Chair
Wesley C. Martin, Jr.
Trident Technical College, SC

Secretary-Treasurer
Isabel F. Dvorsky
Chabot-Las Positas Community College District, CA

Immediate Past Chair
Troy Halliday
Northeast Mississippi Community College

Bruce A. Austin
Houston Community College System, TX

Dennis Christensen
Central Wyoming College

Leanore Cromby
Mott Community College, MI

Wilbe Culpepper
Hawkeye Community College, IA

Northeast Region Chair
Stephen S. Goldberg
Rockland Community College, NY

Jane Gregory
Malaspina College British Columbia

Central Region Chair
Joyce E. Hoop
Joliet Junior College, IL

Joan S. Jenstead
Waukesha County Technical College, WI

Diana N. Lockard
Citrus College, CA

Western Region Chair
Gloria M. Lopez
Santa Fe Community College, NM

David L. Mathis
Mohawk Valley Community College, NY

Helen M. Newsome
Roanoke-Chowan Community College, NC

Talmage Penland
Asheville-Buncombe Technical Community College, NC

Southern Region Chair
Jean B. Peden
Mississippi Gulf Coast Community College

Pacific Region Chair
Linda B. Rosenthal
Maricopa County Community College District, AZ

Armando R. Ruis
Coast Community College District, CA

Lydia Sanabedra
Temple Junior College, TX

Jo Ann Sharp
Seward County Community College, KS

James E. Sherrill
Centralia College, WA

Marsha Stoltman
Mercer County Community College, NJ

Denise Wellons-Glover
Wayne County Community College, MI

The TRUSTEE QUARTERLY (ISSN 0271-9746) is published four times per year as a membership service of the Association of Community College Trustees (ACCT). ACCT is a non-profit educational organization of governing boards of public and private community, technical, and junior colleges. Membership also is open to state coordinating boards, advisory boards, and state associations. The purpose of ACCT is to strengthen the capacity of community, technical, and junior colleges to realize their missions on behalf of their communities through the development of effective lay governing board leadership and advocacy at local, state, and national levels. Important activities of the association are trustee education, assistance to boards of trustees in developing and affecting public policy, local board service, promotion of the role of community colleges, and education leadership.

Opinions expressed are those of the authors and not necessarily those of ACCT.

Non-members may subscribe to the TRUSTEE QUARTERLY for $30.00 a year. Third-class postage paid at Washington, DC.

Director of Communications: Sally Hutchins
President: Ray Taylor

Association of Community College Trustees
1740 "N" Street, NW
Washington, DC 20036
(202) 775-4667

SPRING 1995

TRUSTEE QUARTERLY

FEATURES

The Rewards of International Relationships

2

Moscow Looks to Fairfax, NVCC, and ACCT

4

St. Clair's Kazakhstan Connection

7

Re-Engineering Gigante: A Cooperative Project of Southwestern College and a Major Mexican Corporation

9

Community College Foundations and Fundraising: A National View

A study of community college foundations in the United States demonstrates how some of the more successful foundations gather their funds.

DEPARTMENTS

13

Nature of Trusteeship

Enriching Your Time and Your Life

15

Education Trends and Issues

Minority Enrollment Gains Slow, Degree Awards Climb

16

Calendar

17

Commentary

The College President, the Board, and the Board Chair: Effective Relationships

BEST COPY AVAILABLE

FEATURE

The Rewards of International Relationships

Moscow Looks to Fairfax, NVCC, and ACCT

by Beverly Blois and Melanie Jackson

Since the fall of 1991, Northern Virginia Community College (NVCC) has taken the lead in a collaboration between the Western Administrative Region of the City of Moscow, Russian Federation, and the Western suburbs of Washington, DC, which include Fairfax, Loudoun, and Prince William Counties in Northern Virginia. The collaborative project is often referred to as the "Moscow/Fairfax Exchange Program."

The project began with a telephone call from a Moscow government official to the Embassy of the Russian Federation in Washington, DC, which then reached out to NVCC to serve as the coordinating institution. It was the intention of embassy officials and senior officers of the Moscow city government to bring Western Moscow into a working alliance with a geographic, economic, and demographic counterpart near the U.S. capital.

The Moscow/Fairfax Exchange Program has been carried out on a people-to-people basis with no federal or state funds. Over the four years of its existence, approximately 30 Moscow leaders from business, government, and the academic community have spent two to eight weeks in Northern Virginia gaining an acquaintance with American, and specifically Northern Virginia, institutions and policies in such areas as banking, commerce, land development, local government, and higher education. The visiting Russians, identified by the project as "interns," are hosted in the homes of Northern Virginians.

Examples of the exchanges include a January 1994 visit by a group of senior Moscow police officials who toured the police science program at Northern Virginia Community College and the Northern Virginia Regional Police Officers Training Academy in Fairfax, Virginia. In April 1994, a visiting delegation from Russia included a public school superintendent from the Moscow suburb of Lubertsy, and the dean of Moscow's largest law school.

Interns from the fields of banking, small business, and city government have visited and spent time in the workplace setting of American business firms such as Crestar Bank, Cable & Wire-

Beverly Blois is chair of the Humanities Division, Loudoun Campus, Northern Virginia Community College (NVCC). Melanie Jackson is ACCT Director of Federal Relations and a board member of NVCC.

less Telecommunications, and RE/MAX Realty, as well as the government offices of Fairfax County, including: the Board of Supervisors Offices, the County Attorney's office, and the Office of Comprehensive Planning.

Many of these "interns" have served as guest lecturers in the classrooms at NVCC. Two NVCC professors have visited Moscow as guest lecturers and academic consultants, and NVCC has enrolled a student from Lubertsy, who is pursuing an associate degree.

Also part of the four-year-old Moscow/Fairfax project is the Moscow-initiated proposal for the future establishment of an American business center in the Russian capital, called the "Fairfax Corner in Moscow." Discussions on this undertaking have been held with a variety of Northern Virginia land developers and contractors, as well as with the Fairfax and Loudoun County departments of economic development, the Northern Virginia Chambers of Commerce, and the Virginia State Department of Economic Development.

Both NVCC and the Association of Community College Trustees (ACCT) worked with Lidia Antonova, superintendent of Lubertsy region of Moscow, on the establishment of a "community college-like institution," which opened September 1, 1994. In its first year of operation, the college offered three training curricula: social worker assistants, bookkeeping/accounting assistants, and office technology assistants (similar to secretarial science). ACCT's Director of Federal Relations, Melanie Jackson, who is also a member of the NVCC Board, traveled to Moscow to participate in the opening ceremonies for the college.

Melanie Jackson offers congratulations and best wishes, on behalf of NVCC and ACCT, at the dedication of the new college in the Lubertsy region of Moscow, September 1, 1994.

At the ACCT Convention in Chicago, Lubertsy superintendent Lidia Antonova (second from left) presents a Russian tapestry for the ACCT office to Ray Taylor, ACCT President (far right). Looking on are (left to right): Melanie Jackson, of ACCT and NVCC; Beverly Blois, NVCC Coordinator of the Moscow/Fairfax Exchange Program; and Alexander Lebedev, Cultural Affairs representative of the Embassy of the Russian Federation, Washington, DC.

NVCC donated textbooks and materials and assisted with the recruitment of three American teachers, who spent the 1994–1995 academic year teaching English at the college in Lubertsy. ACCT gave the Lubertsy college a one-year associate membership in the association, and has offered to provide "boardsmanship" training when a governing board structure is added to the institution.

At ACCT's 1994 Annual Convention, held in Chicago last October, a workshop titled, "'Glasnost': A Community College Partnership With Russia," was presented which showcased this collaborative project. Workshop participants included Lidia Antonova, superintendent of the Lubertsy college; Alexander Lebedev, Cultural Affairs representative of the Embassy of the Russian Federation in Washington, DC; Beverly Blois, NVCC Coordinator of the Moscow/Fairfax Exchange Program; and Melanie Jackson of ACCT. This session enhanced contacts between the Lubertsy college leader and trustees from across the U.S. Trustees from Michigan, Oregon, and California expressed an interest in pursuing international ties with the Moscow region. The convention session has also led to negotiations between the Lubertsy district of Moscow and Los Angeles for a possible future collaboration.

In the larger picture, the Moscow/Fairfax Exchange Program, and the collaborative efforts of NVCC and ACCT, has helped build a bridge of understanding and cooperation between two countries who once were enemies. The project continues to grow, on a small, trusting, person-to-person basis. ■

FEATURE

The Rewards of International Relationships

St. Clair's Kazakhstan Connection

by Norman D. Beauchamp

After 28 years as a board member of St. Clair County Community College in Port Huron, Michigan, and 26 years as a director of the Michigan Community College Association, I have seen tremendous growth in community college programs and technology. During the last 10 to 15 years there has been an increasing interest in international education. I firmly believe that the next few years will be just as exciting, bringing an explosion in international education to all our community colleges.

St. Clair County Community College serves a county-wide population of 160,000 located some 60 miles northeast of Detroit. Many of the county's small industrial companies have already "gone international." Certain local automotive-related plastics companies have plants and joint ventures in Europe. Other local plastics companies have plants, joint ventures, or equity positions with companies in Japan, Korea, China, and Singapore. A local lubricant manufacturer has plants in Japan, Korea, Europe, and South America. A Korean company

Norman D. Beauchamp, an attorney, serves as a board member of St. Clair County Community College in Port Huron, Michigan.

owns a local tape manufacturing plant. A Japanese firm owns a local chemical plastics manufacturing plant. The list goes on!

With the fall of the Iron Curtain, the opening up of Vietnam to the West, and the adoption by China of free enterprise concepts, the international opportunities for U.S. firms in industry, business, and services are enormous—and growing!

The Kazakhstan Connection

In September 1990, I attended my third international legal conference, held in the Kremlin in Moscow (the first two were in Beijing and Tokyo). At one of the sessions, I met Kasim S. Maulenov, a lawyer from Almaty, Kazakhstan, and at that time the head of the Legal and Treaty Departments of the Foreign Economic Ministry of Kazakhstan. The friendship with Maulenov led to correspondence during 1991 and an invitation to some business friends and me to travel to the Kazakhstan capital of Almaty right after Kazakhstan declared its independence from the former Soviet Union in December 1991.

January 1992 Kazakhstan Conference

In January 1992, five of us, representing several U.S. industries, presented a three-day seminar at Almaty State University, one of the largest higher education institutions in Kazakhstan, on various aspects of the free enterprise system.

What an adventure! Everywhere we went, we were usually the first Americans anyone had ever seen. The people we met were interested in our views on the free enterprise system and incentive programs, and our belief in the basic freedoms of speech, assembly, religion, and the press. Best of all, we were quoted accurately in the newspapers!

We referred to ourselves as "pioneers." There was no U.S. Embassy in Kazakhstan at the time. In contrast, during a recent trip we found embassy people in three buildings and more than 100 employees.

June 1992 Michigan Conference

The conference in Kazakhstan led to our co-sponsorship, along with St. Clair County Community College, of a June 1992 Kazakhstan/United States/Canada Joint Venture and Trade Conference in Port Huron. About 15 Kazakhstan leaders in business, government, and education attended the conference and made presentations. This conference resulted in 22 American and Canadian companies signing "Protocols of Intent" to explore business relationships with Kazakhstan, which have led to several oil and gas concession contracts in Kazakhstan, a copper mining and refining contract, a rent-a-car joint venture, and a number of other business agreements among the countries.

The Rewards of Supporting Students From Third World Countries

What are the advantages of providing students from countries such as Kazakhstan with a year of community college education in the United States?

- Many of these students are fluent in speaking, reading, and writing English and can work for the sponsoring U.S. company or business when they return to their country.
- Community college students and faculty benefit from learning about different customs, cultures, and history, firsthand.
- Host American families are enriched by the presence of the young scholars.
- These students learn about democracy, the free enterprise system, the customs of another culture, and that Americans are not all creatures who only sit around and watch MTV (we also watch football and basketball).
- American companies and individuals who sponsor such education will normally benefit in their business arrangements in countries like Kazakhstan, while simultaneously fulfilling their moral obligation to make the world a better place for all of us.

BEST COPY AVAILABLE

Sister Colleges, Faculty and Student Exchanges

In September 1992, R. Ernest Dear, president of St. Clair County Community College, and Virginia Pillsbury, the college's International Studies Coordinator, visited Kazakhstan and cemented "Sister College Agreements" with Almaty State University, Economic University of Kazakhstan, and the Republic Arts Academy.

These Sister College relationships have led to five of St. Clair County Community College's faculty visiting Kazakhstan and Russia over the past two years, where they lectured at the universities, absorbing and observing the customs and culture of the people. Further professional exchanges are scheduled during 1995.

In addition, business friends of the college have financed scholarships for a number of Kazakhstan students, including four attending in the 1994–95 academic year. The college faculty is excited and encouraged by the hard work and scholarship that these students have demonstrated.

Four Kazakhstan students attended St. Clair County Community College in 1994–95. Pictured with St. Clair trustee Norman Beauchamp (standing left) and college president Ernie Dear (standing right), are (left to right): Damir Valiulin from Semipalatinsk, Olga Ioffe from Almaty, Assem Mamyrbaeva from Almaty, and Alex Tarshev from Semipalatinsk.

St. Clair Board Reduces Education Cost for Foreign Students With Need

The board of trustees at our college has recognized that the family wage earners in countries such as Kazakhstan frequently earn less than the equivalent of $30 U.S. per month. So, our board has adopted a policy of granting partial scholarships in cases where the foreign student can show family assets and income below U.S. poverty levels. Such students are, in effect, permitted to enroll at in-district tuition levels. This policy is still in the best financial interest of our college, since these students are enrolling in basic English, business, and classes such as marketing, where additional staffing is not required.

We have been able to locate housing for the Kazakhstan students with local families. The terms are similar to those involved in high school programs. The host family is asked to provide free room and board for the student and help coordinate travel to and from the college campus. The student's financial sponsor is required to provide the monthly "pocket money" for lunches, movies, and incidentals (we suggest $125 to $150 per month).

Most community colleges are able to obtain health insurance from reputable insurance carriers. The current costs are about $225 per semester, which covers normal medical-hospital services, and is the obligation of the student's financial sponsor.

Arrangements for air travel should be made at least six to eight weeks in advance to make certain of availability and best prices. Documents such as a U.S. visa and an "Exit Visa" from the student's home country are necessary. The dean of students at most community colleges has great experience in these matters and can be most helpful.

We have found the biggest problem is getting individuals or companies to sponsor foreign students. Most colleges have or can easily adopt policies and scholarship procedures so that most of these contributions can be tax deductible to the person or company donating them.

As educators and trustees of community colleges, we should all consider greater involvement in international education. It is *both* a challenge and an opportunity. Good luck! ■

To obtain copies of Sister College Agreements, foreign student tuition policies, etc., contact the author, Norman D. Beauchamp, 627 Fort Street, Port Huron, MI 48060, telephone: 810-987-4111, FAX: 810-987-8763.

FEATURE

The Rewards of International Relationships

Re-Engineering Gigante: A Cooperative Project of Southwestern College and a Major Mexican Corporation

by Joseph M. Conte

How does a major Mexican corporation, which had its beginnings 50 years ago in a "mom and pop" neighborhood store, move from micromanagement protocols to macromanagement and decentralization? This was a major question facing Gigante of Mexico, the country's second-largest comprehensive supermarket chain.

Gigante began in 1940 as a small neighborhood market in the State of Hidalgo, Mexico. Today, Gigante has 190 retail stores located in 48 cities throughout Mexico, which offer foodstuffs, furniture, appliances, clothing, sporting goods, and toys. The stores average between $3–$4 million (U.S. dollars) a month. Gigante's work force numbers approximately 35,000 persons.

Gigante owners and those in corporate management positions agreed that if change was to take place in order to meet the challenges of the 21st Century, corporate managers must be involved in the development of a new corporate culture moving Gigante toward becoming a "knowledge company."

In its quest to become a "knowledge company," Gigante determined three conditions which needed to exist within its corporate culture:

- The ability to develop and disseminate new knowledge within the organization in order to develop new technologies.
- An internal corporate environment which encourages the development of collective knowledge.
- The corporate use of knowledge as a competitive tool.

In 1994, Gigante turned to Southwestern College of Chula Vista, California, for technical assistance.

The first task was to determine what outcomes Gigante expected from this newly formed alliance. Gigante executives identified seven areas which they hoped to pursue. They wished to learn how to:

Improve the public image of Gigante,
Create a customer-friendly environment in each store,
Attract and hold customers,
Increase sales and maximize profits,
Eliminate non-revenue-producing stock,
Recognize and successfully respond to competition,
Instill in all employees an attitude of initiative.

Training would have to be customized for the board of directors, corporate executives, and store and department managers.

There were several shifts in the corporate culture which would have to be addressed. After much discussion between Gigante executives and Southwestern College staff, the following shifts

Joseph M. Conte is superintendent/president of Southwestern College, Chula Vista, California.

were identified as being critical to successfully accomplishing Gigante's goals:

Moving from:	*Moving to:*
Centralization	Decentralization
Standard Operating Procedures	Management Protocols
Vending	Customer Service
Dictates	Participation
Single Store Model	Local Customer Orientation
Past business practice	New and Modern business techniques
Traditional store environment	Customer-friendly environment
Responding	Anticipation
Warehousing inventory	Cross docking inventory

Gigante and Southwestern College agreed to begin their partnership with a contract for a training program for the store managers of the Baja California Division that would address four themes: participatory management practices, team building, risk taking, and having the right to fail and to learn from mistakes. These themes required continuous reinforcement because of their potential conflict with the cultural and business mores of Mexico.

After reaching final agreement on the expected outcomes, Southwestern College created a training team and identified consultants expert in management, finance, supermarket operations, personnel, marketing, and technology. Most trainers selected are fluent in the Spanish language and all instructional/learning materials are printed in Spanish.

On September 1, 1994, 30 Gigante store managers, representatives from Gigante's Baja Division and corporate office in Mexico City, and representatives of Southwestern College's administration, faculty, and governing board came to the Southwestern College campus to celebrate the beginning of the training.

After six months of operation, Gigante executives and managers strongly endorse the Southwestern College training program. The 30 Gigante store managers have met every Thursday afternoon for seven-hour sessions which will conclude in June 1995. Real results are being achieved which have increased the productivity and sales revenues of the Baja Divisions.

Gigante has now asked the college to expand the training to two other divisions: Guadalajara and Monterrey. To facilitate the delivery of these training programs, regional training center sites in Mexico are being identified. Instruction will be designed around two-day sessions at monthly intervals. During the time between training sessions, case study assignments will be utilized to reinforce the skills being taught and behaviors to be practiced.

Southwestern College faculty incorporated five instructional/learning support systems in the Gigante management training program including: use of "Internet" and E-mail, case studies, videotapes, use of consultants, and use of U.S. corporate executive practitioners.

The Southwestern College experience demonstrates the eagerness on the part of Mexican companies to seek out technical assistance in acquiring new skills and attitudes to allow them to be more successful in a growing economy. Our experience also confirms interest on the part of Mexico to import from the United States and other countries techniques, practices, and technologies which will support its efforts in sustaining economic development and growth.

The Gigante-Southwestern College project is an excellent example of how U.S. community colleges can become involved in international projects with our partners in the North American Free Trade Agreement (NAFTA). Mexico, in particular, is extremely interested in learning new and more modern ways to conduct business and to facilitate the transfer of technology. Involvement in similar projects can be of great benefit to faculty who wish to become involved in international activities. ■

What We Have Learned

Cultural and language differences require thoughtful attention, but are not barriers to success if properly addressed.

Business and industrial clients:

- Demand efficient use of time and resources.
- Demand measurable performance outcomes.
- Know what they want (service providers must design a program to meet client requirements).
- Prefer to see successful operational models.

Traditional classroom techniques must be abandoned in favor of collaborative teaching/learning techniques.

The curriculum must be relevant to the defined needs of the client.

Being involved offers faculty the opportunity:

- for increased understanding of the interdependence of the Mexican and United States economies.
- to compare Mexican and United States business cultures and practices
- to develop a greater sense of trust with those from another country.
- to develop communication skills with those from another culture speaking a different language.

FEATURE

Community College Foundations and Fundraising: A National View

by William E. Piland and B. Gary Rees

Most of the community colleges in the United States have traditionally received their funding from three sources: state, local, and tuition and fees from students (provided in many cases by federal financial aid programs). In these times of ever-decreasing local, state, and federal support for all institutions of higher learning, combined with the threats to federal financial aid programs, it is imperative that community colleges develop alternate sources of funds to supplement those received from governments if they are to avoid raising tuition beyond the reach of most of their students.

Community colleges, in most cases, started in communities to provide for the local education of students and were funded by the local community or school district. The need for central funding, for whatever reasons, dictated that states develop funding schemes to provide for the continuing existence of the colleges. As competition becomes more intense for the shrinking tax dollar, community colleges must find sources of funds beyond public funding to remain viable. If community colleges are to maintain their open door policies, new revenue streams must be established. The community college foundation, if properly organized and operated, can be invaluable in these efforts.

Four-year colleges, both public and private, have had fundraising foundations since the turn of this century and receive significant amounts of money from alumni, corporations, and other non-tax sources (Angel and Gares, 1989). Gifts of tens of millions of dollars to established four-year colleges and universities are reported regularly in the press, but gifts of significant size to community colleges are conspicuous by their absence.

Many community colleges that had established fundraising foundations had allowed them to become inactive or exist in name only. These dormant organizations are now activated and new organizations are being started on campuses where none had existed in response to funding needs.

This study was undertaken in an attempt to discover how some of the more successful community college foundations gather their funds. The results of the study should be of interest to all community college leaders who are striving to improve their institutions' fundraising efforts.

Building a climate for the survival of resource development is essential prior to having a successful foundation. The entire management team must be "on board" for any such effort to exist. This situation might encompass the reorganization of the administration and governance structures to ensure the foundation is accorded its proper status on the campus (Blong and Bennett, 1991). Educating the entire college organization on the importance of a robust foundation should be an ongoing effort.

A paper focusing on the experiences of Edison Community College in Florida suggests there are six major check-offs to

William E. Piland is professor and director of doctoral programs in education and B. Gary Rees is a research assistant at San Diego State University, San Diego, California.

complete in establishing a successful community college foundation. They are: (1) The college must be worthy of support (have a good reputation in the community). (2) The board of trustees/governing board must be convinced that having a fundraising organization is a good and healthy thing to have. (3) The President/CEO must have credibility and fully support the fundraising activity. (4) The fundraising activity itself must have sufficient financial support (it takes money to make money!). (5) The fundraising entity must be perceived as being an integral part of the college and not as a separate unit, and (6) The mission of the development office must reflect the needs of the college (Robinson, 1990).

Research Methods

The member directory of *The National Council for Resource Development* (NCRD) lists 862 member colleges, divided into 10 administrative districts. A stratified random sample was used to ensure appropriate representation from all areas of the country. Due to the random sampling process from the 10 districts, the final number of surveys mailed in Spring 1994 was 260. Of this 260, 128 were returned for a return rate of just over 49 percent.

The questionnaire focused on the foundation's operations and demographic data about the college and the foundation. The instrument was adapted from a questionnaire used in a study of California community college foundations (Piland and Lowden, 1992).

After receiving the data, the colleges were studied in specific groupings as follows:

1. **Setting**—urban, suburban, and rural
2. **Location**—East, Mid-West and West. (For this survey, Mid-West included: Ohio, Michigan, Indiana, Illinois, Wisconsin, Minnesota, Iowa, Missouri, Arkansas, Louisiana, North and South Dakota, Nebraska, Kansas, Oklahoma, and Texas. The survey did not include Alaska or Hawaii.)
3. **Size of the college**—
   small = less than 3,000 headcount
   medium = between 3,000 and 8,000 headcount
   large = over 8,000 headcount

Building a climate for the survival of resource development is essential prior to having a successful foundation. The entire management team must be "on board" for any such effort to exist.

Sample Characteristics

The oldest community college in the survey has been in existence for 91 years; the youngest, four years; and the average, 37 years. The oldest foundation had been established for 42 years; the youngest, two years; and the average, 15 years. The average foundation has just over one paid professional and just under one paid clerical staff member.

Seventy-two percent of the foundation directors reported to the president of the college and most of the rest reported to the chairman of the board of trustees. Fifty-one percent of the directors have master's degrees, 32 percent have bachelor's degrees, 21 percent have doctor's degrees, and one director had only a high school diploma.

Twenty-five percent of the colleges were small and the remaining 75 percent were evenly split between large and medium-sized colleges. The East had 42 percent of the colleges, the Mid-West had 30 percent, and the West had 28 percent. Forty-one percent of the colleges are in rural settings, 36 percent are in suburban settings, and 23 percent are in urban settings. Of the 30 small colleges, 29 have rural settings.

The number of paid staff decreased with the decrease in college size. Ninety-five percent of the large colleges have paid staff with an average of 1.4 paid professionals and 1.3 paid clerical staff. Medium-sized colleges had an average of 1.1 and .7 paid professionals and paid clerical staff respectively, while small colleges had averages of only .85 and .47 paid professional and paid clerical staff respectively. Of the 128 colleges responding to the survey, only 18 had no paid staff. Nine of the 18 were small colleges.

Almost 80 percent of the college presidents sat on the foundation board. While one would expect those foundations with direct presidential involvement to have better successes in raising funds, this survey did not confirm that conclusion. Results of this survey indicate about even fundraising results regardless of presidential involvement. A possible explanation could be the relatively small sample size for the colleges where the president is not on the foundation board.

Money Raised

In an effort to reduce the influence of an unusually successful or unsuccessful year, data for the previous three years will be discussed in the aggregate. The total amount of funds raised by all the colleges for the previous three years was $122,957,621, with a mean of $1,063,647 and a median of $675,000. The most amount of money raised was $7,837,068 and the least was $34,000. The foundation that raised the most was 23 years old and the foundation that raised the least was 15 years old. Some of the comments on the survey forms indicated that while some foundations had existed for some time, they had only recently become active.

Funds collected increased as college sizes increased, as might be expected due to more paid staff. The mean and median foundation income for the previous three years for colleges with paid staff were $1,116,994 and $750,000 respectively. Incomes for the previous three years for colleges with no paid staff were $719,031 (mean) and $300,000 (median).

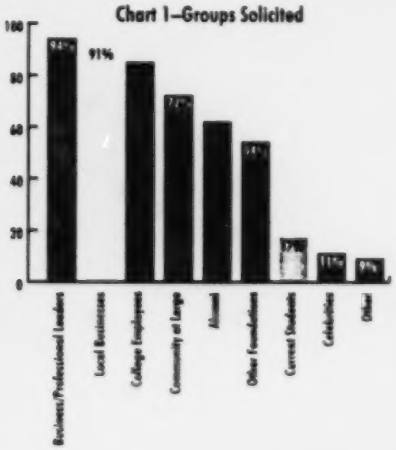
The location and setting of the colleges appear to have little or no influence on the fundraising efforts of the foundations. However, that statement has to be viewed cautiously; size of the colleges impacted the amounts of funds raised and small colleges are mostly in rural areas.

Annual fund drives are conducted by 54 percent of the colleges surveyed; the most successful raised $750,000 and the least successful raised only $3,000. The mean and medians were $113,101 and $40,000 respectively. Some of the annual drives are tied to specific projects and some colleges conducted annual drives only when there was a specific goal.

Groups Solicited

Community college foundations target five primary groups as potential contributors as reflected in Chart 1. Local business and professional leaders, local businesses, college employees, community-at-large, and alumni were the favorites of over 60 percent of the foundations. Also included were other foundations, current students, celebrities, and "other," which included such groups as local military bases, corporations, and service clubs.

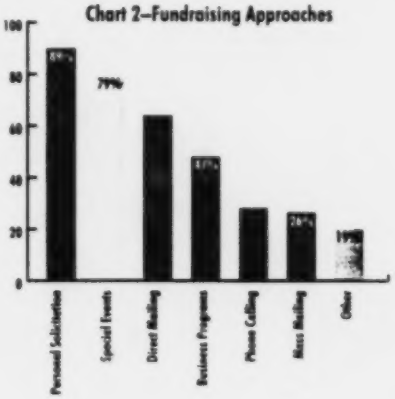
Chart 1–Groups Solicited



Fundraising Approaches

Personal solicitation was used as the major fundraising approach in almost 90 percent of the colleges. Other approaches included (in descending order of importance): special events, direct mailing, special programs with local businesses, telephone calling, mass mailing, and "other" (golf tournaments, publishing of a history book on the local area, selling of coupon books, etc.) (See Chart 2.) Each of the more popular schemes tends to be labor intensive, requiring paid staff to do the organizing and directing of volunteers.

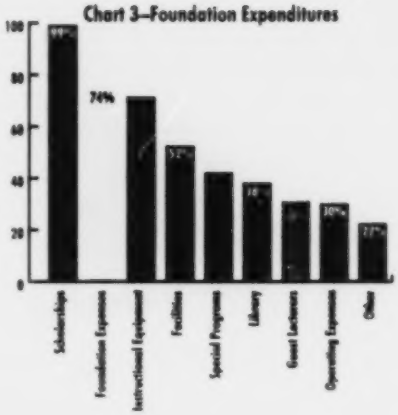
Chart 2–Fundraising Approaches



Foundation Expenditures

Over 99 percent of the foundation directors reported they spend some of their money on student scholarships. (See Chart 3.) Other expenditures in decreasing order were foundation expenses, instructional equipment, facilities, special programs, library, guest lecturers, operating expenses, and "other" (faculty mini-grants, art galleries and cultural programs, faculty and staff development grants, endowment, capital projects, etc.)

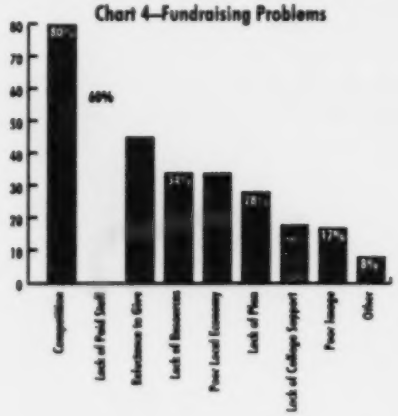
Chart 3–Foundation Expenditures



Fundraising Problems

Competition for money was the leading difficulty encountered by 80 percent of the colleges. (See Chart 4.) Other difficulties encountered were lack of paid staff, reluctance to give to tax-supported institution, lack of resources, poor local economy, lack of fundraising plans, lack of college support, poor local image of the college, and "other" (lack of volunteers, lack of institutional goals, and lack of involvement by the rest of the college).

Chart 4–Fundraising Problems



Foundation Emphasis

Half of the foundations had raising immediate cash as their main focus. Only about 7 percent had planned giving as their main emphasis. The rest had equal emphasis on immediate cash and planned

BEST COPY AVAILABLE

giving. Several of the respondents remarked they were starting to work toward more planned giving and more long-range planning for their foundations' efforts. One respondent stated that the foundation was starting to provide more estate planning assistance to its donors to encourage them to consider some giving in future years.

Foundation Goals

The funding of student scholarships is by far the most popular goal of the colleges, with an over 95 percent response rate. Endowment development is a close second with 83 percent. Other goals are the funding of instructional equipment, staff development, capital projects, operational expenses, and library improvements.

Foundation Improvements

Half of the colleges want to hire professional staff to improve their foundations. Other desires include hiring of clerical staff and outside consultants. Comments centered on the lack of human resources to present the college to possible donors by personal contact and/or use of telephones and the mailing of promotional information.

Conclusions and Recommendations

Many of the colleges surveyed appear to have well-organized, up-and-running foundations that provide significant support to their colleges. Others are just getting organized or re-organized and need dynamic leadership to become viable fundraising entities. The college president and the foundation director must have a working relationship to ensure that the foundation represents the college and its visions for the future. One respondent in this survey wrote, "The key to a successful foundation is an active, well-informed foundation board of directors. They are the key to businesses and the community."

Only 7 percent of the foundations in this survey reported they have planned giving as their major emphasis and another 43 percent said they had equal emphasis on planned giving and raising immediate cash, although recent reports state that the greatest increase from individuals is in planned giving. Gifts such as bequests and trusts were up 13.5% at Barton College from 1992 to 1993, for example (Nicklin, 1994). The same article reports that most fundraisers are making deferred gifts a bigger part of their fundraising efforts. Wealthy individuals living in or near community college districts may be willing to fund buildings or teaching chairs bearing their names. Efforts should be expended in the estate planning arena to demonstrate how some local wealth can be passed to a community college via trusts and wills, bypassing the tax collector.

The key to a successful foundation is an active, well-informed foundation board of directors. They are the key to businesses and the community.

One of the functions of the foundation should be the education of the entire college community to ensure that everyone understands the function of the foundation, its importance in the overall picture, and how the faculty and staff can be of assistance in the fundraising endeavor. The foundation director also must get the president of the college involved at every opportunity, not only to present a united front, but to impress on the public that it is the college itself that is asking for assistance, not just some nondescript foundation. ■

References

Angel, Dan, and Gares, Dale. "The Community College Foundation Today: A History, Characteristics, and Assets." *New Directions for Community Colleges*, no. 68, 1989.

Blong, John, and Bennett, Barb. "Empty Wells, Resource Development in Tough Times." *American Association of Community and Junior Colleges*, Aug/Sept 1991.

Nicklin, Julie L. "Tough Fight for Donations." *The Chronicle of Higher Education*, May 18, 1994.

Piland, William E., and Lowden, Nancy. "California Community College Fundraising Efforts." *ACCT Trustee Quarterly*, Summer 1992.

Robinson, David G. "The Edison Experience: The Endowment in Action." ED 326264 (A paper presented at the 24th Annual Conference of the National Council for Resource Development, Washington, DC, December 4–7, 1990.)

Enriching Your Time and Your Life

by Marcia Atkinson

Searching for time in a sea of change? Change, with a pace reaching hurricane force in the past five years, is blowing through the media, government, businesses, community colleges—everywhere your eyes gaze while you're trying to decide what to do next. How can a board member keep up with his or her responsibilities and maintain a sane life?

Well, here's more change—however, this is good. All those time management systems we've learned and management acronyms we've been studying, trying to keep up with what is happening in our professional and public services lives—forget them. Stephen Covey, along with colleagues Roger Merrill and Rebecca R. Merrill, has written a tome, *First Things First*, destined to be the word on time management for anyone desiring a full life balanced with personal, professional, and service happiness. And this one doesn't take four to eight hours of professional training and a five-pound time management system to run. It does, however, demand much introspection and personal analysis.

So what does this have to do with community college board members? Read on—the following four tenets may surprise you by how similar they are to the board member role. And, you may even discover a new place, "Quadrant II," to spend enriching your time and your life.

Marcia Atkinson serves on the board of trustees and is currently board chair of Portland Community College, Portland, Oregon.

Relationships and Results

Instead of focusing on "time and things," *First Things First* (FTF from now on) emphasizes "relationships and results."

The first task is identifying personal roles. Just what are the important roles in our lives? Spouse? Parent? Family member? Friend? Board member? Business owner/manager? Civic activist? Describing all of our roles allows us to focus on results in each of those relationships as a matter of priority. These roles form the basis for identifying first things first. And, this role analysis forces us to not allow certain roles to consume our time, while others remain neglected.

Spending time analyzing mission, roles, and principles melds with what boards do to be effective. Approaching life this way honors the values we place on our lives as a whole.

Better understanding our personal and professional roles, in the context of personal mission and principles, synergizes life, facilitating less stress and more congruence with our overall goals and objectives. In fact, FTF suggests we develop a mission statement and stewardship (sense of accountability) agreement for each and every one of our roles. At the board table, board members constantly remind each other of our role. And community college boards, where successful, spend most of their time developing relationships around that very role in order to understand and define what's important to the community from an educational perspective.

Mission, Roles, and Principles

Always... a return to mission. Board members arrive with tight schedules; personal and professional lives full to the brim, and the wish to serve the public during what could be considered complicated times. Mixing personal paradigms and full lives may create stressful, shall we say, opportunities at the board table.

Characterized in FTF as a tree in full bloom, roles, mission, and principles form, respectively, the branches, trunk, and roots of our lives. Developing a personal mission (the trunk) allows people to connect it to their roles (the branches) and even help clarify desired roles (possibly causing a little pruning). Roles grow from mission, while principles support and feed both.

As FTF suggests, we get a "deep burning 'yes' " when a role connects strongly to our mission and principles. By looking at the whole organism we answer the questions: What is it we are really intent on doing or being in life? What is our purpose for being on this Earth? And, do our roles match our mission and principles? Spending time analyzing mission, roles, and principles

melds with what boards do to be effective. Approaching life this way honors the values we place on our lives as a whole.

First Things

Just what are "first things"?

If setting priorities were all it took to make a life less hectic, time management systems would have gone out of vogue years ago. FTF proposes three ideas to consider before answering the important question of what is most important. They are:

1. "the fulfillment of the four human needs and capacities." Specifically meeting spiritual, mental, physical, and social needs.
2. "the reality of 'true north' principles." Not values, practices, or religion, but those things which "create happiness and quality-of-life results. Things like service and reciprocity. Timeless, empowering truths" of life.
3. "the potentiality of the four human endowments. Self-awareness, conscience, independent will, and creative imagination."

By taking care of these first things, FTF contends we build congruence into our lives. They help focus our priority setting mechanisms. Community college board members do the same for their communities, identifying the important (first) things a community needs and fostering the potentialities, principles, needs, and capacities of all its students whether through programs, partnerships, or personal interactions with faculty and staff. Defining the political, financial, and social climate in the context of community colleges means preparing the college for the "paradigms" and priorities of the taxpaying public. Without congruence and an emphasis on first things community colleges wouldn't survive.

Quadrant II vs. Crisis of the Day

Traditionally, time management systems suggest keeping track of "to do's" and setting priorities. While the traditional "to do" lists of most time management systems may be of help, FTF finds a way to avoid this daily listing of crises, by focusing on more holistic planning to reduce the reactive situation into which lists force people. FTF analyzes time in a format of four quadrants. Those four quadrants are:

QI—URGENT/IMPORTANT—
things like crises, pressing problems, deadline-driven projects, meetings

QII—NOT URGENT/IMPORTANT—
preparation, re-creation, values clarification, relationship building, planning

QIII—URGENT/NOT IMPORTANT—
interruptions, some phone calls, some mail, many popular activities, some meetings

QIV—NOT URGENT/NOT IMPORTANT— trivia, busywork, "escape" activities, junk mail, some phone calls

Where do we spend the majority of our time? The Covey Leadership Center found that those organizations who were "unusually productive, such as Deming Award-winning companies" spend 65–80 percent of their time in Quadrant II, while typical companies spend 15 percent of their time there. This explains why FTF refers to Quadrant II as the "Quadrant of Quality." The authors contend an "urgency addiction" gets in the way of our time in Quadrant II, but in order to "nurture abundance and balance" spending more time in QII guarantees a satisfying, fulfilling sense of well-being.

As board members, we should seldom find ourselves in Quadrant I, III, or IV, except for replacing a president or handling financial exigency. Our obligations to our constituency demands that we spend all of our time in Quadrant II, planning, preparing, and empowering those whom we have hired to develop an institution which reflects not the community paradigm necessarily, but the creative imagination of those they've elected or appointed to develop a truly first-rate institution based upon first things first. It's what FTF describes vision as: "living out of our imagination instead of our memory."

Like a professor who once described taking notes from his lectures as trying to get a drink from an open fire hydrant, *First Things First* offers so many thought-provoking statements and exercises that a summary like this can only scrape tidbits from its wealth of information. This book is a manual to refer to whenever clarity of purpose or the stress of life becomes overwhelming. Find it. Buy it. Read it. Like taking a community college class, it is the epitome of time well spent in Quadrant II. ■

Minority Enrollment Gains Slow, Degree Awards Climb

College enrollment by minority students grew between 1992 and 1993, but the gains were smaller than in recent years, says a report by the American Council on Education (ACE). However, students of color made significant progress in degree attainment, registering increases at all levels, says ACE's *Thirteenth Annual Status Report on Minorities in Higher Education*. The report found that despite rising enrollments, students of color continue to lag behind whites in their rates of participation in higher education.

The report documents the educational progress of African Americans, American Indians, Asian Americans, and Hispanics, presenting national-level data on high school graduation rates; college participation and enrollments; and degree attainment.

A special section in this year's report focuses on educational, social, and demographic trends for American Indians and Alaska Natives, and their public policy implications.

High School Completion

- Hispanics made progress in high school completion in 1993, though their graduation rates remain far behind those of whites and African Americans. Almost 61 percent of Hispanics ages 18 to 24 held a high school diploma, an increase of more than 3 percentage points from 1992. The completion rate for African Americans, 74.8 percent, essentially held steady following declines in 1991 and 1992 from the 1990 high of 77 percent. The completion rates for whites also remained stable, at 83.4 percent.

College Participation and Enrollments

- The number of traditional college-age youth (18–24 years of age) continued to drop nationwide. Between 1983 and 1993, the college-age population fell by 15.7 percent, from 28.6 million to 24.1 million. The number of whites and African Americans declined by 18.7 percent and 9 percent, while the number of Hispanics grew by 37 percent.

College enrollment by minority students grew between 1992 and 1993, but the gains were smaller than in recent years, says a report by the American Council on Education.

- Only 32.8 percent of African American and 35.8 percent of Hispanic high school graduates ages 18 to 24 attended college in 1993, compared with nearly 42 percent of whites. However, African American males reversed a three-year slide, as their college participation rate rose by almost 2 percentage points between 1992 and 1993.
- Unlike college participation rates, which have fluctuated and netted little overall improvement, the number of students of color attending college rose steadily during the past decade. This growth continued in 1993, but at slower rates. Total minority enrollment grew by 2.4 percent in 1993, compared with 7 percent in 1992, and 9 percent in 1991, with Hispanics and Asians registering the largest gains.
- African Americans gained the least ground in enrollment, as their numbers rose by 1.3 percent between 1992 and 1993. American Indian/Alaska Natives experienced a 2 percent enrollment gain from 1992 to 1993. Asian Americans experienced a 3.9 percent enrollment gain from 1992 to 1993, while the number of Hispanics grew by 3.6 percent.

Degrees Conferred

Minority students achieved increases of 11.4 percent in the number of bachelor's degrees earned from 1991 to 1992, 9.5 percent in first-professional degrees, and 8.3 percent in associate degrees. These gains in minority degree awards follow on the enrollment increases they experienced during the late 1980s. The overall gain for minority students as a group was above the rate of progress for whites in all categories, including doctoral degrees.

- The increase in degree attainment was led by a 12.4 percent gain for minority students at the master's level between 1991 and 1992. The number of doctoral degrees awarded to African American men rose by 15 percent in 1993. After declining in

the 1980s, the number of African Americans earning bachelor's degrees has risen steadily since 1990.

- Hispanics registered increases in all four degree categories in 1992; however, they earned less than 4 percent of all degrees granted that year.
- Asian Americans posted moderate increases in all four degree categories from 1991 to 1992, and had the largest increases of the four ethnic minority groups at the associate, master's and first-professional levels.

However, students of color made significant progress in degree attainment, registering increases at all levels, says ACE's *Thirteenth Annual Status Report on Minorities in Higher Education.*

- Despite progress in 1992, American Indians continued to earn only 0.5 percent of all degrees. The number of doctorates awarded to American Indians dropped by 20 percent, from 149 in 1992 to 119 in 1993.

Faculty

- The number of faculty of color employed at colleges and universities has been rising, but the gains have occurred primarily among temporary lecturers and visiting staff. The overall tenure rate among minority faculty dropped by 2 percentage points from 1981 to 1991 (from 61 percent to 59 percent), while the tenure rate for white faculty rose by 2 percentage points (from 70 percent to 72 percent) during the same period.

Focus on American Indians/ Native Americans

The news for American Indians/ Alaska Natives is both good and bad. Despite significant 10-year gains in high school completion, college enrollment, and numbers of degrees earned by this population, the study found that they have much lower rates of college participation and degree attainment than the general population.

- In 1990, the percentage of American Indians/Alaska Natives 25 years and older who were high school graduates reached 65 percent (compared with 75 percent for the general population).
- Enrollment in college among American Indians/Alaska Natives increased by 39 percent between 1982 and 1993, and the total number of degrees awarded to this population rose by 46 percent between 1981 and 1992. However, American Indians and Alaska Natives still account for only 0.8 percent of all college students. Only 29 percent of American Indian four-year college freshmen graduate within six years of enrollment, compared with 53 percent of all four-year college students.
- The percentage of American Indians/ Alaska Natives over age 25 who attained bachelor's degrees increased by only 1 percentage point, from 8 percent to 9 percent, from 1980 to 1990. Consequently, this group is less than half as likely as the general U.S. population to earn a four-year degree. ■

For further information, contact: Deborah Carter (202-939-9395) or David Merkowitz (202-939-9365) at ACE.

CALENDAR

Trustee Education Opportunities July-October 1995

July

12–15
Association of Texas Community Colleges
Annual Summer Conference
League City, TX

20–22
Michigan Community College Association
Traverse City, MI

21–22
Wisconsin Technical College District Boards
Association Summer Meeting
Milwaukee, WI

23–26
League for Innovation Leadership 2000
San Francisco, CA

August

17–19
Iowa Association of Community College Trustees
Annual Conference
Ottumwa, IA

September

20
Trustees Association of Community and
Technical Colleges of Washington State
Seattle, WA

20–23
ACCT Annual Convention
Seattle, WA

October

12–14
Wyoming Community College Conference
Cheyenne, WY

13–14
Wisconsin Technical College District Boards
Association Fall Meeting
Eau Claire, WI

20
Arizona Association of District Governing Boards
Annual Conference
Phoenix, AZ

20–22
ABC Annual Fall Conference
Lake Placid, NY

26–28
Florida Association of Community Colleges
Annual Meeting
Tampa, FL

26–28
Oregon Community College Association
Annual Convention
Portland, OR

BEST COPY AVAILABLE

COMMENTARY

The College President, the Board, and the Board Chair: Effective Relationships

BY WAYNE NEWTON AND NORM NIELSEN

It is axiomatic that the president and board of trustees of a community college exercise leadership that is responsible for the success and health of the institution. They exercise leadership in tandem, with their own set of roles and responsibilities. When all members understand their respective roles, the organization can function effectively. But when these are out of balance, the college, its community, and its students suffer. Perhaps somewhat less obvious is the central role of the board chair. As the president is the central figure in the professional administration of the college, so is the board chair the central figure in the lay leadership of the board.

The Role of the President

The president of a community college has many responsibilities, ranging from providing academic leadership and ensuring provision of quality programs and services to exercising oversight for college personnel and fiscal resources. To fulfill these roles, the president organizes a team of individuals with skills in these areas. The one role of the college president that is singularly characteristic of the position is the president's responsibility for providing leadership for the board of trustees. In most institutions, the president's interaction with the board includes the following key responsibilities.

Inform the board. The first responsibility of the president is to keep the board informed about the major issues facing the college, especially sensitive information before it becomes public. No one likes surprises, and board members do not like to be embarrassed by information they did not know about the college. Presidents should establish regular means for communicating with the board, including weekly communiqués and phone calls as needed. Board members should also receive all significant reports published by and about the college.

Educate the board. Related to informing the board is educating board members not only about college programs, resources, and challenges, but also about important state legislation affecting the college, federal initiatives, and other educational trends. Educating the board can and should include ensuring that trustees attend regional and national meetings.

Involve the board. The president should facilitate opportunities for trustees to exercise their ownership of the college, on behalf of the community they serve. In addition to making board policy, they should be accorded meaningful roles at college events. The president should assist in developing appropriate ways for members of the board to interact with and represent the college to the community.

Inspire the board. The president should summon his or her creative energy and enthusiasm to help the board develop a vision of the future of the college that can motivate and inspire the board. By creating an overarching vision of what the college can achieve, the president can help the board stay focused on the achievements of students, faculty, and staff, as well as the college's potential for innovation.

Prepare well-planned board meetings. Critical to dealing with the board are effective public board meetings, free from surprises, confusion,

Wayne Newton is a graduate of Kirkwood Community College and has been a member of its board of trustees since 1973, serving as chair since 1984. He is a past president of ACCT. Norm Nielsen has served as president of the college, located in Cedar Rapids, Iowa, since 1985.
A shorter version of this article first appeared in Leadership Abstracts, *League for Innovation in the Community College, Vol. 8, no. 2, February 1995.*

or contention. To accomplish such meetings on a regular basis requires the president to provide board members with necessary information regarding items on the agenda. An effective meeting is usually one which includes a mix of information and reports, activities involving board members in recognition of events and ceremonies, discussions of important issues facing the college, and formal decision making as required. Most boards do not want to simply approve the recommendations of college administrators. While a great deal of preparation takes place prior to formal board meetings, important issues should be aired publicly as well.

Conduct periodic board retreats. Presidents should work with their boards to schedule periodic retreats in order to create a healthy climate of mutual trust and respect that is key to all successful president-board relationships. These retreats should deal in-depth with college vision and values; long-range financial, facilities, and strategic planning; review of policies and procedures; and a frank discussion of the operating styles and values of both the president and board. By regularly inviting an open and honest discussion of not only the major issues facing the college, but also of the ongoing relationship with the board, the president assumes his or her leadership role in the life and progress of the institution.

The Role of the Board of Trustees

Board members of public community colleges are elected or appointed to represent the interests of the many constituents served by the college. They are responsible for setting policies for the college, and then exercising general oversight to ensure that their policies are fairly and consistently carried out. It has often been noted that the board's most important responsibility is to select, hire, and retain a quality president for the college, and then to delegate to him or her both the responsibility and necessary authority to administer the institution within the policies set forth by the board. However, there are other keys to serving effectively as a member of the board of trustees.

Model the highest standards for integrity. Board members occupy a position of trust in the community, and fundamental to their effectiveness is the confidence that they inspire by modeling the highest standards of integrity. Board members must insist on conducting board business in public view, with the exception of those personnel and legal matters which are exempted by state law. They must never seek personal benefit from their service on the board, and in this regard, appearance of propriety is as important as the fact. Good board members would never ask for special favors in hiring. They never fudge on expense accounts. They scrupulously avoid any conflicts of interest, abstaining from participating in board decisions that could have any impact on their personal finances. The operational rule is "when in doubt, don't."

Regardless of any board member's individual expertise or creative ideas, the effectiveness of a board of trustees can only be found in its operation as a team.

Become informed about the college. Election or appointment to a board of trustees does not immediately equip a person to serve effectively as a trustee. Board members must take seriously their responsibility to learn about the college. They must be patient and willing to study board policies, understand the college mission, read planning documents, scrutinize budgets and financial plans, and generally inform themselves about the college, its programs, and the many issues facing it. Most board members require time to grow in knowledge of their colleges, and commitment to the educational process is as important in the boardroom as it is in the classroom.

Become part of a team. Regardless of any board member's individual expertise or creative ideas, the effectiveness of a board of trustees can only be found in its operation as a team. Individual board members must recognize that they must work with other members and with the college president as a team for the good of the college. Each member must seek to understand and respect the personalities and perspectives of other members, even when they are different from his or her own. Each must seek to find ways to agree and work together, rather than stake out individual positions from which to battle. The goal of an effective board must be to reach consensus on the major issues facing the college, even if that means submerging individual opinions and priorities. The board must speak as one. Individual members have no authority when the board is not in session, and can speak for the board only when authorized by the board to do so. Seeking consensus with one's colleagues need not imply rubber stamping recommendations made by the president. In fact, the goal of consensus does not preclude an occasional and principled "no" vote. However, being a part of the team does mean keeping an open mind about the opinions of other members, learning all the facts related to an issue, and then seeking to find common ground with other board members. Lone rangers are seldom effective board members.

Represent the whole institution. Related to operating as part of a team is the need for board members to insist on

taking a broad view of the best interests of the college. Despite one's individual passion for occupational education or the fine arts, a board member's responsibility is the best interest of the overall institution, not his or her favorite parts. In this regard, a clear and well-defined mission statement can be a very useful document to keep the focus on the larger purposes of the college. Single-issue trustees lose credibility with their colleagues, and ultimately with their constituents. They will soon find themselves isolated and ineffective, and the college will suffer. College problems cannot be solved by board members with axes to grind.

Work to secure adequate support for the college. Perhaps an underappreciated role for effective board members is their ability to help develop support for and raise funds for the college. The board and the president both must share the task of informing the community, the state, and other funding sources of the financial needs of the college. Trustees should work to be recognized in all circles, from the local electorate to the governor, and in the civic and philanthropic communities, as advocates for adequate funding for community colleges. When appropriate, a trustee should be willing and ready to request funds on behalf of the college.

Make policy but leave administration to the professional leadership of the college. Perhaps the most repeated advice to all those who would serve as effective members of college boards of trustees is the reminder that the function of the board is policy making and exercising fiduciary responsibility on behalf of citizens in the community. The board must delegate authority for the administration of the college to experienced professional administrators and educators. Board members must stay out of day-to-day administrative detail and focus efforts on the large issues facing the institution. A systematic process of adopting, monitoring, and revising sound written policies will enable the board to establish direction and set standards for the effective operation of the college. The board's role is to ensure that college administrators operate within these broad policy directives. The board can only damage the effectiveness of the president by second-guessing administrative decisions.

The Role of the Board Chair

Next to selecting the president of the college, the most important task of the board is to select a board chair, for the board chair plays a key role in supporting the president and in molding the independent members of the board into an effective team. He or she serves in a critical intermediary role, working more closely with the president than other board members, but at the same time serving as a member of the board team.

> However, being a part of the team does mean keeping an open mind about the opinions of other members, learning all the facts related to an issue, and then seeking to find common ground with other board members.

Working with the board. The board chair must exemplify the roles and responsibilities expected of all members of the board, but should also work with the college president to orient new board members and to assist others to understand their roles and responsibilities. The chair does the president and the college a great service by working directly with board members who need some help in being effective members of the board team, thus insulating the president from potential conflict with board members that could be debilitating for the college. It is the responsibility of the chair to keep all members of the board involved in their policy-making role for the college. It is the chair's responsibility to communicate openly and effectively, and work to build trust and mutual respect, with all members. A good board chair will steer members away from becoming contentious and toward becoming a mutually trusting and responsible team. It is the chair who can keep other members from tying up too much of the president's time stroking egos and responding to petty requests. A good chair will help clarify the lines between policy and administration for board members, and try to keep other members from involving themselves in administrative details. To achieve this, the board chair has to have the confidence and trust of board members and should have the capacity to act on their behalf as appropriate.

Working with the president. It is also the board chair who works most closely with the president of the college on a day-to-day basis. In the daily life of a college, dozens of decisions need to be made by the president, and while most presidents are comfortable making such decisions, most also appreciate a board chair who can provide informal feedback on likely board preferences. A community college functions most effectively when its president and board chair operate on the basis of a mutually supportive relationship, with each performing the roles unique to their positions. Such relationships need not be rare or attributable only to longevity in the positions. If the president and chair are united in their vision of service to the college and lead a united team of board members, the beneficiaries are the students and the community. ■

The Seventh Annual International Conference on Leadership Development in Community Colleges conducted by the League for Innovation in the Community College and the Community College Leadership Program, Department of Educational Administration, College of Education, The University of Texas at Austin, with support from the W. K. Kellogg Foundation

July 23–26, 1995
Hyatt Regency in Embarcadero Center
San Francisco, California

"Leadership 2000" is an international conference to support the professional development of community college leadership teams, including trustees, chief executive officers, faculty, staff, and administrators. The purpose of the conference is to promote expansion, diversity, and effectiveness in community college leadership. Leadership teams and individuals are both encouraged to attend.

The conference is cohosted by the Foothill-De Anza Community College District and the San Francisco Community College District. At the seventh annual "Leadership 2000," keynote speakers and more than 300 prominent presenters will focus on seven program tracks.

LEADERSHIP 2000

PROGRAM TRACKS

- Career Development and Advancement
- How to Do More with Less
- Access and the "At-Risk" Student
- Institutional Effectiveness and Accountability
- Applications of Technology
- Community Collaboration
- The Role of the Trustee

CONFERENCE HIGHLIGHTS

- Five keynote presentations on leadership development issues
- Two Special Focused Sessions: John E. Roueche and Suanne D. Roueche on Part-Time Faculty, and Kay M. McClenney and Byron McClenney on Diversity Issues
- Over 200 forums and round tables featuring case studies, how-to sessions, and state-of-the-art practices
- Exhibits featuring products and services for the community college market
- Opportunities to interact and network with hundreds of colleagues, as well as your own leadership team

KEYNOTE SPEAKERS

Monday, July 24, 1:30–2:30 p.m.
Richard Wright
President
Bakersfield College
Bakersfield, California
"Journey of the Mind: Exploring the Learning Galaxy"

Sunday, July 23, 3:30–4:30 p.m.
Jeff Hockaday
Chancellor
Pima County Community College District
Tucson, Arizona
"Leadership Is an Art, Not a Science"

Tuesday, July 25, 8:15–9:15 a.m.
K. Patricia Cross
David Pierpont Gardner Professor of Higher Education
University of California, Berkeley
"Improving Instruction through Assessment"

Monday, July 24, 8:15–9:15 a.m.
The Honorable Wilhelmina Delco
State Representative
Texas House of Representatives, 1975-1994
"Institutional Quality and Integrity in the Twenty-First Century"

Wednesday, July 26, 8:30–10:30 a.m.
Kay M. McClenney
Vice President
Education Commission of the States
Denver, Colorado
"The Community College Response to the Public Interest: Smoke, Mirrors, or the Real Thing?"

Please send the Advance Program with registration information to: TO

Name _____

Title _____

Organization _____

Address _____

City/State/Province/ZIP _____

Telephone _____ Fax _____

REGISTRATION FEES

Received before June 1	$295
Received after June 1	$350
On-Site	$375

Mail to: LEADERSHIP 2000
League for Innovation in the Community College
26522 La Alameda, Suite 370
Mission Viejo, California 92691
Tel (714) 367-2884 Fax (714) 367-2885

BEST COPY AVAILABLE

The book you've been waiting for!

Must reading for boards interested in attaining new levels of effectiveness and productivity and realizing their potential to lead the institution. This vision of board leadership applies the concept and principles of "Policy Governance" specifically to community colleges.

Order your copy today!

Price: ACCT Members—$25 plus $1 postage/handling
Non-Members—$35 plus $1 postage/handling

_____ copies @ $_____ = $_____

_____ postage/handling @ $1.00= _____
(maximum $5.00)

TOTAL $ _____

☐ Please bill ☐ Check enclosed $ _____
(U.S. funds)

Please include P.O. No. for invoices: _____

Ordered by: _____
(print name)

Bill: _____

_____

_____

_____

Mail to (if different): _____

_____

_____

_____

Send form to ACCT, 1740 "N" Street, NW, Washington, DC 20036, FAX (202) 223-1297.

You will learn how:

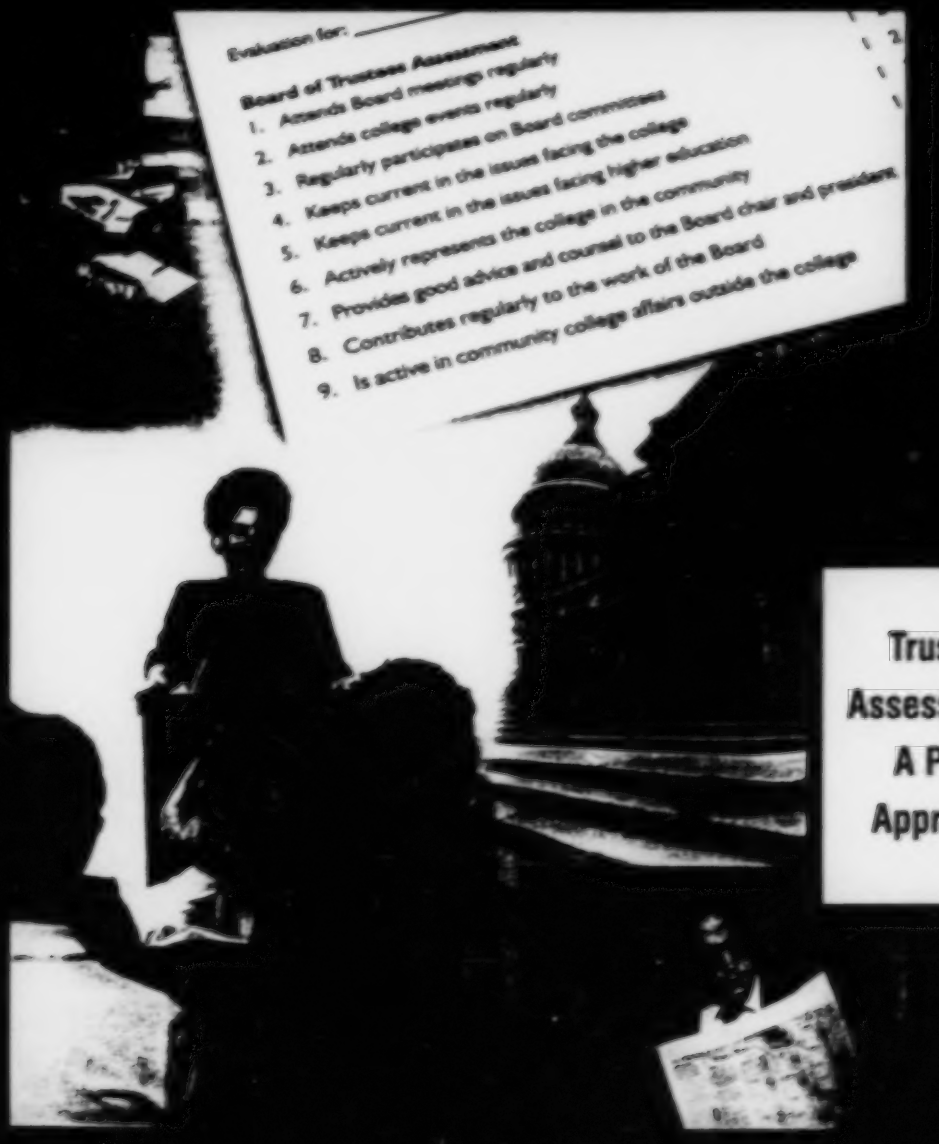
- Boards can be free to lead the institution, focusing on the long-term vision, rather than the trivial;
- The board can assure it truly acts on behalf of the community;
- The CEO can be free to operate the institution, while providing greater accountability to the board; and
- Institutional outcomes can be evaluated.

Association of Community College Trustees
1 DuPont Circle, NW
Washington, DC 20036

Nonprofit Org.
U.S. POSTAGE
PAID
PERMIT NO.
8841

BEST COPY AVAILABLE

TRUSTEE QUARTERLY


Evaluation for:
Board of Trustees Assessment
1. Attends Board meetings regularly
2. Attends college events regularly
3. Regularly participates on Board committees
4. Keeps current in the issues facing the college
5. Keeps current in the issues facing higher education
6. Actively represents the college in the community
7. Provides good advice and counsel to the Board chair and president
8. Contributes regularly to the work of the Board
9. Is active in community college affairs outside the college

Trustee Assessment: A Peer Approach

BEST COPY AVAILABLE

ATTEND THE 1996 COMMUNITY COLLEGE NATIONAL LEGISLATIVE SEMINAR

ASSOCIATION OF COMMUNITY COLLEGE TRUSTEES

AMERICAN ASSOCIATION OF COMMUNITY COLLEGES

Help keep the doors of opportunity open!

PRESIDENTIAL POLITICS, CONGRESSIONAL ACTION, AND COMMUNITY COLLEGE ACCESS

February 25–27 48

JW MARRIOTT HOTEL
WASHINGTON, DC

Board of Directors 1994–95

Chair
Maureen Grady
Clark State Community College, OH

Chair-Elect
Gene E. McDonald
Westmoreland County Community College, PA

Vice-Chair
Moniea C. Martin, Jr.
Trident Technical College, SC

Secretary-Treasurer
Isabel F. Dvorsky
Chabot-Las Positas Community College District, CA

Immediate Past Chair
Troy Holliday
Northeast Mississippi Community College

Bruce A. Austin
Houston Community College System, TX

Dennis Christensen
Central Wyoming College

Lenore Cromly
Mott Community College, MI

Willie Culpepper
Hawkeye Community College, IA

Northeast Region Chair
Stephen E. Goldberg
Rockland Community College, NY

June Gregory
Malaspina College British Columbia

Central Region Chair
Joyce E. Hoop
Joliet Junior College, IL

Joan S. Jonstead
Waukesha County Technical College, WI

Diana N. Lockard
Citrus College, CA

Western Region Chair
Gloria M. Lopez
Santa Fe Community College, NM

Daniel L. Mathis
Mohawk Valley Community College, NY

Helen M. Newsome
Roanoke-Chowan Community College, NC

Talmage Pruland
Asheville-Buncombe Technical Community College, NC

Southern Region Chair
Jean B. Peden
Mississippi Gulf Coast Community College

Pacific Region Chair
Linda B. Rosenthal
Maricopa County Community College District, AZ

Armando R. Ruiz
Coast Community College District, CA

Lydia Saenthodes
Temple Junior College, TX

Jo Ann Sharp
Seward County Community College, KS

James E. Sherrill
Centralia College, WA

Marsha Stolzman
Mercer County Community College, NJ

Denise Wallens-Glover
Wayne County Community College, MI

The TRUSTEE QUARTERLY (ISSN 0271-9746) is published four times per year as a membership service of the Association of Community College Trustees (ACCT). ACCT is a non-profit educational organization of governing boards of public and private community, technical, and junior colleges. Membership also is open to state coordinating boards, advisory boards, and state associations. The purpose of ACCT is to strengthen the capacity of community, technical, and junior colleges to realize their missions on behalf of their communities through the development of effective lay governing board leadership and advocacy at local, state, and national levels. Important activities of the association are trustee education, assistance to boards of trustees in developing and affecting public policy, local board service, promotion of the role of community colleges, and education leadership.

Opinions expressed are those of the authors and not necessarily those of ACCT.

Non-members may subscribe to the TRUSTEE QUARTERLY for $30.00 a year. Third-class postage paid at Washington, DC.

Director of Communications: Sally Hutchins
President: Ray Taylor

Association of Community College Trustees
1740 "N" Street, NW
Washington, DC 20036
202-775-4667

ISSUE 3, 1995

TRUSTEE QUARTERLY

FEATURES

2

Trustee Assessment: A Peer Approach

The board of Mercer County Community College has developed an assessment process in order to make valid recommendations on the reappointment of members—a new responsibility of New Jersey boards.

5

ACCT Board Statement on Trustee Qualifications Offers View of Trustee Role

6

Is It Time to Leave the Presidency?

Answering a series of questions can serve as an audit of the president's satisfaction and can identify major problems before they are irreversible.

9

Will an Independent State Board Benefit Illinois Community Colleges?

Legislation separating the Illinois Community College Board from the higher education board, vetoed by the governor, poses challenges for Illinois trustees and presidents in the coming months.

DEPARTMENTS

11-12

Trends and Issues

Community College Students Today

The Crime Epidemic: Are Community Colleges a Remedy?

13

Trustee Communication

ACCT Communicates With Trustees Through the Internet

14

Commentary

Breaking Down Walls in Education

16

Calendar

BEST COPY AVAILABLE

FEATURE

Trustee Assessment: A Peer Approach

By Thomas D. Sepe and Allen S. Silk

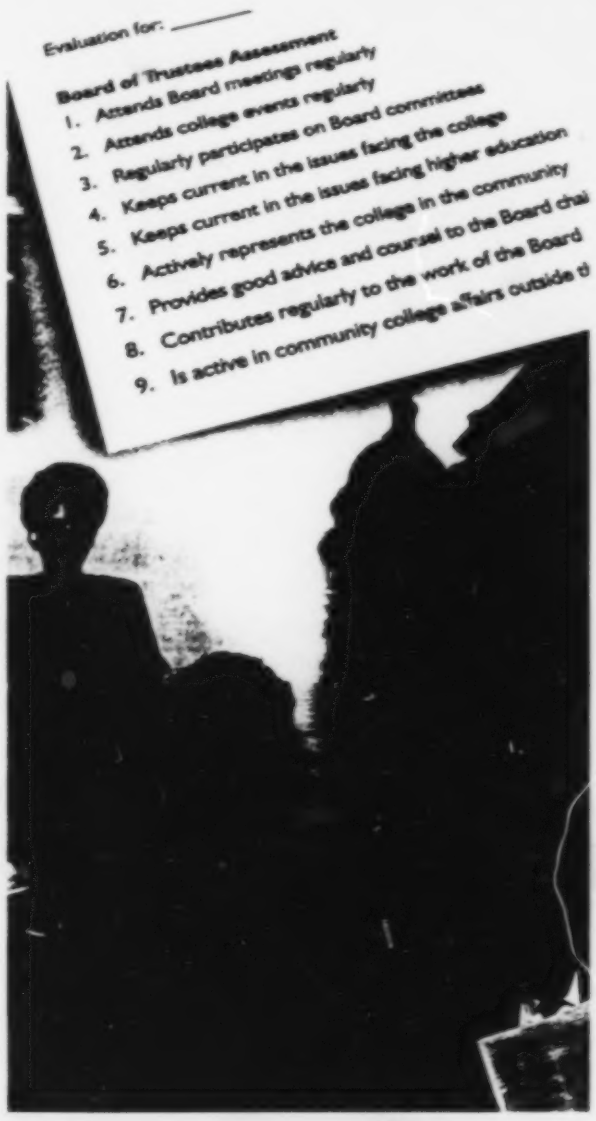
A year ago, the Governor of New Jersey, Christine Todd Whitman, in a unique and bold move, abolished both the New Jersey Department of Higher Education and the Board of Higher Education. This change came as a demonstration of a philosophy that less government is better, and that empowerment at the local level should be emphasized.

The traditional state structure has been replaced by the Commission of Higher Education, a lay board of business executives that reports directly to the governor, and a Council of College Presidents. This self-governing Council of Presidents, consisting of the presidents of all public and private colleges and universities receiving state support, acts to recommend policy and coordinates state-wide issues and processes.

The first year has been marked with unprecedented cooperation among the sectors in completing a heavy agenda of responsibilities. New state-wide policies affecting all of higher education have been successfully developed, a coordinated budget for higher education was constructed, and new programs have been approved without significant conflicts.

One critical aspect of this new model of higher education has been the delegation of numerous responsibilities formerly controlled within the state's bureaucracy to the state's colleges and universities. The community college sector has spent much of the past year developing the policies and procedures that will direct these new responsibilities. Finding the appropriate balance between autonomy for each college and harmony within the sector has been a challenge, but successfully met.

The new state statutes, which define this new way of doing business, contain numerous new responsibilities for the trustees. Among these new duties, members of boards of trustees of New Jersey's 19 community colleges were given responsibility to communicate directly to the governor their recommendations for the appointment of new board members, as well as their opinions on any current board members being considered for reappointment. This new responsibility was timely for the Mercer County Community College Board of Trustees.


Evaluation for: _____
Board of Trustees Assessment
1. Attends Board meetings regularly
2. Attends college events regularly
3. Regularly participates on Board committees
4. Keeps current in the issues facing the college
5. Keeps current in the issues facing higher education
6. Actively represents the college in the community
7. Provides good advice and counsel to the Board chai
8. Contributes regularly to the work of the Board
9. Is active in community college affairs outside t

Thomas D. Sepe is president, and Allen S. Silk is board chair, of Mercer County Community College in New Jersey.

BEST COPY AVAILABLE

Three years ago, the trustees at Mercer took the occasion of the hiring of the college's third president in 25 years to initiate the board's commitment to assessment and accountability at the top of the organization. Working with the new president, the board's personnel committee developed a comprehensive performance assessment procedure to annually evaluate the president. Consisting of an evaluation form that is correlated to the president's job description and the president's self-evaluation of his annual objectives, the board as a whole uses the process to provide feedback to the president. Annual compensation of the president is also affected by this process.

There is little doubt, given this orientation, that the Mercer County Community College Board of Trustees would respond immediately when they were provided this opportunity by Governor Whitman.

The Mercer trustees as a board are quite reflective of the local community, representing business, law, education, and public service, with three women and three non-caucasians on the board of eleven. Membership of the board is determined by the state statute, which mandates that eight members be selected by the county executive and two members by the governor, with the county superintendent of schools designated as the eleventh member. A blend of new and experienced trustees adds a variety of perspectives to a highly focused and amicable board.

The board, at its annual retreat in 1994, decided that an assessment process was needed in order to be able to make valid recommendations as to the reappointment of its members. It was also decided that the process would apply to all members, those appointed by the state as well as by the county.

After the trustees determined the process's overall objective and structure, the president developed a form, process, and timetable. The "easy to answer" assessment form reflected a fundamental core of responsibilities of a board member that could be observed and therefore rated. Ample space for comments allowed for insightful and useful comments to be shared with the trustee being assessed. These written comments produce important feedback and better understanding and elaboration of the rating scale. This model was unanimously approved by the board and implemented in spring of 1995.

The Mercer Board of Trustees operates with four primary committees: Personnel, Finance, Operations, and Internal Affairs. The Internal Affairs Committee consists of the chair, vice chair, and the college president, and is responsible for a number of duties associated with the successful functioning of the board, such as new trustee orientation and the annual retreat. It was a natural extension to add the trustee assessment functions to this committee.

The process works in the following way: Six months before a trustee's term is to expire, the president alerts the board chair of the need to institute the evaluation process. The questionnaires are sent to the trustees and returned to the president's office for compilation. The Internal Affairs Committee reviews the results and initiates any follow-up discussion with individual trustees, when needed, to assure an accurate understanding of assessment information. The committee then prepares a report which is presented to the full board in an executive session. This executive session, held without the member present who is being evaluated, allows for a final review of the results of the assessment, a candid dialog among trustees, and finalization of the report. The results are later shared privately with the trustee being evaluated. A formal vote reflecting the board's position is taken at a subsequent public session of the board.

The content of the board's final report and its motion on the issue becomes the content of a formal letter from the chair, sent with the trustee's resumé to the governor or the county executive for consideration.

The content of the board's final report and its motion on the issue becomes the content of a formal letter from the chair, sent with the trustee's resumé to the governor or the county executive for consideration.

While the concept of formal trustee evaluation is new, and only three trustees have completed the process thus far, it has been positively received by the trustees.

Marsha Stoltman, also an ACCT Board Member, was the first trustee to be evaluated. She remarked that "we are usually so busy dealing with issues of the college and community, that we as a board rarely give each other feedback as to how we are contributing to the board and the college. This was an excellent means for me to learn how my fellow trustees see my contributions."

An unforeseen positive byproduct of the process was identified by trustee Connie Maglione, as she reflected on her role as a peer evaluator. "The process made me think about my own performance and contribution to the board as I evaluated the others…I questioned how well I was meeting these standards we set for ourselves," she said. "I think it will help me be a better trustee too."

Allen Silk, chair of the Mercer Board, was a strong supporter of the process from the start, and also recognizes the reality in which the process operates. "This has been an excellent and efficient process for us. I think it is important that trustees, as colleagues, undertake this assessment function as one of their professional responsibilities. However, it would be naive not to realize that the appointment and reappointment process also operates in a political environment. Nonetheless, I believe our input, based on a

BEST COPY AVAILABLE

process like this, will be received as important in the decision-making process at the state and county levels."

The Mercer Board has invested in this assessment process as part of their new and expanded responsibilities. Increasingly, the public demand for accountability must be responded to by this kind of self-monitoring and collegial process. The self-assessment process has the potential both to strengthen the trustees as a board and garner even stronger support from the community. ■

MERCER COUNTY COMMUNITY COLLEGE
Board of Trustees

Evaluation for: _____ name

Board of Trustees Assessment	**High ..... Low**
1. Attends Board meetings regularly	1 2 3 4 5 N/A
2. Attends college events regularly	1 2 3 4 5 N/A
3. Regularly participates on Board committees	1 2 3 4 5 N/A
4. Keeps current in the issues facing the college	1 2 3 4 5 N/A
5. Keeps current in the issues facing higher education	1 2 3 4 5 N/A
6. Actively represents the college in the community	1 2 3 4 5 N/A
7. Provides good advice and counsel to the Board chair and president	1 2 3 4 5 N/A
8. Contributes regularly to the work of the Board	1 2 3 4 5 N/A
9. Is active in community college affairs outside the college	1 2 3 4 5 N/A
10. Participates in NJ Council of County Colleges, Association of Community College Trustees, or related organizations	1 2 3 4 5 N/A
11. Contributes to the sense of teamwork of the Board	1 2 3 4 5 N/A
12. Volunteers or regularly accepts assignments from the Board	

Comments:
Greatest Strength on the Board:

Area(s) of Improvement:

Recommended for Reappointment: ___ Yes ___ No ___ Need Further Discussion

Signature _____

52

ACCT Board Statement on Trustee Qualifications Offers View of Trustee Role

In response to a need expressed by the membership for basic levels of knowledge and commitment in new members who come to their boards, the ACCT Board of Directors developed and is offering to members, *A Guide to the Election and Appointment of Community College Trustees*, a statement of the basic qualifications shared by trustees who contribute to board effectiveness.

Although designed as a statement about a board's expectations of new members for the electorate or appointing authorities to consider when a vacancy occurs, the *Guide* can also provide insight into the role and responsibilities of community college trustees, which could be of value to those considering service on a board.

The need for community college trustees to commit time and effort to governance responsibilities is stressed. The importance of continuing education for trustees is also mentioned: "Throughout their tenure as board members, conscientious trustees will continue to acquire the skills necessary for effective trusteeship," says the *Guide*.

Providing a description of trustee excellence, *A Guide to the Election and Appointment of Community College Trustees*, says:

> Excellent board members are knowledgeable about the community and its needs and issues, within the broad context of the educational, social, political, and economic environment. Trustees must have a commitment to the community college mission, and a vision to facilitate its realization within their college community.

The *Guide* goes on to say that trustees who contribute to board effectiveness:

- act on behalf and for the benefit of the community.
- advocate for the community college and those it serves.
- commit time and effort to governance responsibilities.
- shape consensus among groups and individuals with competing interests.
- serve without personal gain.

When distributed by an ACCT member board, *A Guide to the Election and Appointment of Community College Trustees* can also make a powerful statement about current board members' values, integrity, and hard work on behalf of the community. The *Guide* provides advocacy on behalf of boards of trustees and for the concept of citizen governance of community colleges. ■

For further information, contact: Sally Hutchins, ACCT Director of Communications, 202-775-4667, FAX: 202-223-1297

A Guide to the Election and Appointment of Community College Trustees

Association of Community College Trustees

Is It Time to Leave the Presidency?

by Terry O'Banion

At some point in his or her tenure, every community college president considers whether it is time to leave. George Vaughan, in a provocative article in the Spring 1990 *Trustee Quarterly* asks, "How long is too long to remain in a given presidency?" The trick, of course, is for the president to ask this question before the faculty, the administrators, the students, community leaders, or trustees ask it first.

In *The Power of the Presidency*, James Fisher suggests that "there appears to be a point of diminishing returns for most leaders—a point in time beyond which they lose effectiveness." A number of key leaders believe that the time is relatively short. Fisher notes that six to ten years is maximum for presidents to exert effective leadership.

Clark Kerr, in *Presidents Make a Difference*, observes that the average tenure of a university president is seven years, but the average term of a community college president is only five years. For the professional educator who plans for a 30- to 40-year career, with perhaps 20 years or more spent in the presidency, most will change presidential positions several times. Unfortunately, in far too many instances presidents will change their positions at the request of others because they have stayed too long and have failed to read the warning signals regarding the need for their exit.

Clark Kerr has said, "Exits are almost as important as entrances but, while the latter are sometimes well staged, the former are usually improvised." Exits do not have to be improvised. If presidents and trustees will openly recognize what is commonly known about the limited leadership life span of presidents, they can better prepare for the inevitable and

Terry O'Banion is executive director of the League for Innovation in the Community College.

BEST COPY AVAILABLE

respond more gracefully when the inevitable occurs.

The following questions have been designed to assist presidents and trustees in addressing the issue of when it is time for the president to leave. The questions were critiqued in a workshop with presidents and trustees in New Mexico community colleges conducted by the author and were reviewed by the presidents and chancellors who constitute the board of directors of the League for Innovation in the Community College. The questions appear to be appropriate for the task, but the list is certainly not exhaustive.

While the questions have been cast here as an approach for reviewing when it is time for the president to leave, they can also be used in annual evaluations and in retreats as a way to prove some of the more prickly points in trustee/CEO relationships often not addressed. Selecting from this list and adding others appropriate to the situation, a special questionnaire could be devised around these issues. Completed by the president and by the trustees in terms of how the trustees believe the president will answer, the responses can provide very rich data for substantive discussions. Most of these questions could be answered with a simple "yes" or "no" because of the way they are framed. If viewed as warning signs, however, each question should stimulate considerable introspection. Presidents and trustees who feel the climate at their institution does not allow for an open review of these questions may want to consider the implications of those perceptions for their situation.

PERSONAL FACTORS

1. Am I still enjoying my work?
2. Do I look forward to getting up in the morning and going to work?
3. Am I taking more days off?
4. How is my physical health? Mental health? Stamina?
5. Is my family happy with me in my position?
6. Do my family and I enjoy living in this community?
7. Does my family enjoy the role of being a spouse and children of a community college president in this community?
8. Is the position challenging for me?
9. Have I become defensive about certain issues, people, and programs or certain aspects of my personal behavior?

Board members must capitalize on their investment in the president by ensuring as best they can that the president is personally satisfied with the challenges and opportunities at the institution.

10. What major projects did I complete in the last two years that made a difference?
11. What projects am I currently working on or planning that will keep me challenged for the next few years?
12. Do I ever get bored in this position? If so, how often and under what circumstances do I get bored?
13. Have I started telling the same stories to the same people, offering the same solutions, and seeing the problems as repetitive?
14. Do I lose patience answering the same old questions from new constituencies?
15. Does this job challenge my special strengths and needs?
16. Do I delegate too much to staff?
17. Have I continued to grow in this job? If so, in what ways?
18. Am I making a difference? If so, for whom and in what ways am I making a difference? Do I really believe in what I am doing?
19. Is the ecstacy worth the agony?
20. Am I able to organize my work so that I can do the things I most like to do? The things I am best at?
21. Do I have a vision for the future of the college?
22. Am I appropriately compensated for the leadership I provide the college?
23. To what extent is my self-identity reflected in my work? Am I primarily my work? What are my other interests? How do I express these?
24. If I am not eligible for retirement but am weary of the stresses and pressures in this job, what are my options?
25. Am I in demand elsewhere? What would make me move if offered another position?
26. Do I want to finish my career at this college?
27. If I resigned today, how long would it take for the college to phase into a new era?
28. How do I want to be remembered at the college?

KEY CONSTITUENT FACTORS

Board of Trustees

1. Do I enjoy working with my board of trustees?
2. Do I have the full confidence of the board?
3. Do I have a good board? Do I respect the majority of individual trustees?
4. Are board members becoming involved in administration?
5. How many votes can I count on for a controversial issue or program that I favor?

6. Has the voting pattern of the board changed in the last two years?
7. Do I dread board meetings?
8. Has there been a change in the board in the last two years in expressions of appreciation and support for my leadership?
9. Have there been any changes in patterns of compensation and benefits over the last five years that should cause me concern?
10. Has the chemistry between me and the board changed?
11. How many members of the original hiring board are still on the board? Do I have the confidence of the trustees who have been added since I was hired?
12. Have there been any discussions or subtle hints about retirement or a change in my duties?
13. To the extent I can determine it, what is likely to be the culture (political, social, economic, educational) of the board from now until my retirement?
14. Can I operate successfully in that culture? Do I want to?
15. Do I have special friends on the board I can count on to tell me the truth about any concerns members of the board might have about my leadership?
16. Can I discuss openly and candidly with the board a plan for my retirement that will be mutually beneficial? How and when do I initiate this discussion?

Faculty and Staff

1. Are faculty and staff proud of me as the president of their college? How do I know?
2. How many faculty and staff members do I know on a first-name basis? How many of these people do I dislike?
3. Do faculty and staff feel that my door is open to them? How often do they open it?
4. Am I in touch with the basic issues that trouble faculty and staff members at this institution? Have I tried to address these issues? Do I plan to? Do I care much anymore?

5. How well am I trusted by faculty and staff? How do I know?
6. Is there a core group of faculty members who are my antagonists?
7. To what extent can I trust my key administrators and support staff? How loyal are they to me? Can I count on some of them to tell me the truth about my leadership?
8. Am I too closely aligned with one group in the college? Have I stayed in touch with all constituent groups?
9. How many faculty and staff members view me as their professional and personal mentor?
10. How often do I make decisions based on my need to be liked by faculty and staff?

Community and State Leaders

1. Am I respected by community and state leaders for my leadership of the college?
2. Am I called on by these leaders to make speeches, join commissions and boards, and advise on issues?
3. Do I receive phone calls from community and state leaders seeking my opinions and views on issues of local and state concern?
4. Have any of these leaders and colleagues inquired about my plans for retirement?
5. Have the demographics of the community changed, and has the college responded appropriately to these changes under my leadership?
6. Are community contacts and relationships leading me in a direction away from the college?

The president of a community college is in a key position to reflect the major values and goals of a community college and also to serve as a lightning rod to illuminate an institution's turmoil. In these increasingly complex times, it is more and more difficult for presidents to serve in leadership positions. Board members must capitalize on their investment in the president by ensuring as best they can that the president is personally satisfied with the challenges and opportunities at the institution. The questions in this article are designed as an audit of the president's satisfaction, and if the answers are reviewed by board members and the president before major problems are irreversible, they can assist in guiding an institution to an appropriate answer to the question: Is it time to leave the presidency? ■

FEATURE

Will an Independent State Board Benefit Illinois Community Colleges?

By Gary W. Davis

The Illinois Community College Trustees Association, the Illinois Community College President's Council, and the Illinois Community College Board face major governance decisions.

Since 1965, the Illinois Board of Higher Education (IBHE) and the Illinois Community College Board (ICCB) by law have both approved all community college program changes. Both state agencies are responsible for the system's budget request that goes to the Governor each January, although final approval resides with the Board of Higher Education.

Chafing over changes that the higher board routinely has made in Illinois Community College Board proposals, the Illinois Community College President's Council agreed to support separation from IBHE. Presidents worked vigorously to pass separation legislation, SB 549, insisting that colleges cannot thrive while coordinated by a higher board that does not understand their mission. The drive for SB 549 took place at a time when state lawmakers were recognizing the effectiveness of community colleges and were demanding a direct role in higher education governance.

Although they agreed on the problems facing their colleges, representatives of the Illinois Community College Trustees Association (ICCTA) split over the question of whether separation from the higher board was the best resolution. As a result, ICCTA did not take a position on SB 549, but resolved not to hinder those seeking passage of the bill.

Following passage of the bill with only a few dissenting votes, IBHE Chair Arthur Queen agreed to meet two of the original demands of the Presidents' Council: the higher board would not alter the Community College Board's prioritization of capital projects, and ICCB could decide how to allocate changes in state support. After the meeting, the Trustees Association staff suggested that the Presidents' Council work with Governor Edgar to incorporate the concessions into a new version of SB 549, but the Presidents' Council continued to press for complete separation from the higher board. Although many believed that the large margin of legislative support would force the Governor to sign the bill, Art Queen and his higher board succeeded in lobbying for a July 14 veto.

In order to prevent an override of the veto in November, Governor Edgar's Chief of Staff met on August 3 with representatives of both the Presidents' Council and the Trustee Association. The community college delegation explained the need for immediate changes that would improve community college funding for both operations and capital projects. The delegation asked that the Governor insist on community college leadership in the state's adult education and workforce preparation programs. Finally, the community college advocates asked for improvements in the state scholarship program and for relief from burdensome regulation of the colleges. The Governor's chief of staff agreed to respond to the concerns by August 29.

On August 29, the Governor's Chief of Staff met with several community college representatives and agreed to prepare a written proposal that would address several immediate community college con-

Gary W. Davis, a Certified Association Executive (CAE), is executive director of the Illinois Community College Trustees Association.

cerns. According to Chief of Staff Reineke, in return for the colleges' pledge not to seek an override of the controversial SB 549, the Governor would be willing to set workforce preparation boundaries to coincide with community college boundaries. In addition, the Governor might be willing to appoint key community college advocates to selected state boards. He may also be willing to take additional steps to protect a "fair share" of state funding for community colleges. The Governor may also be willing to "fast-track" key bills to address a number of other college concerns and to work for long-range changes in adult education governance and the state scholarship commission. More will be known when the Governor's staff delivers a formal proposal sometime during September.

Each community college board now must address several key questions:

- Is the chance to override the Governor a once-in-a-lifetime opportunity?
- If the Governor is overridden, would the legislature protect community colleges from possible reprisals?
- What practical changes would result from separation?
- Would relations with universities be harmed or improved?
- Would community colleges lose access to grants that are now provided through the higher board?

Stay tuned! ■

TIMELINE FOR SENATE BILL 549

Feb. 24:
Sen. Beverly Fawell introduces SB 549 in the Illinois Senate

March 17:
Presidents' Council votes to support SB 549 "with appropriate amendments."

March 18:
ICCTA votes to take no position on SB 549 and "to seek an avenue to increase community college influence with IBHE."

March 21:
SB 549 passes the Senate Higher Education Committee by a 7-0 vote.

April 18:
SB 549 passes the Senate by a 50-2 vote.

April 18:
Rep. Mary Lou Cowlishaw introduces SB 549 in the Illinois House of Representatives.

May 9:
ICCTA reaffirms its "no position" stance on SB 549.

May 11:
SB 549 passes the House Higher Education Committee by a 10-1 vote.

May 23:
SB 549 passes the House by a 113-3 vote.

May 25:
ICCB Chair Harry L. Crisp II announces his support of SB 549.

June 16:
IBHE Chair Arthur Queen addresses the ICCTA's Annual Convention and offers concessions on ICCB budget autonomy and capital priorities.

July 17:
Gov. Edgar vetoes SB 549.

Aug 3:
Gov. Edgar's Chief of Staff meets with community college delegation to hear changes needed in order to prevent override of veto.

Aug. 29:
Governor's Chief of Staff agrees to prepare a formal proposal that would address several immediate community college concerns.

Community College Students Today

Students at the nation's community colleges are more likely to be older, financially independent, study less than half time, and not pursuing a degree than students attending four-year institutions, a new study by the American Council on Education (ACE) shows.

The report, *Today's College Students: Varied Characteristics by Sector,* finds that 51 percent of students attending public two-year colleges in 1991 were 25 years of age or older and two-thirds were financially independent. By comparison, 24 percent of undergraduates enrolled in public four-year institutions were at least 25 years old. In addition, less than four in ten undergraduates (37 percent) at four-year state colleges and 48 percent of those enrolled in four-year private institutions in 1991 were financially independent, the data reveals.

Students attending community colleges are much more likely than those at baccalaureate institutions to be studying less than half time and not to be working toward a degree, the report indicates. Forty-one percent of those at two-year colleges, 10 percent of those at four-year public colleges, and 9 percent of those at independent four-year institutions were less-than-half-time students in 1991. The same year, 19 percent of two-year and 5 percent of public and private four-year college undergraduates were listed as non-degree seeking students.

The study also revealed that minorities, women, and students with disabilities make up a greater proportion of the student population at public two-year institutions than at baccalaureate schools. One-quarter of students enrolled in community colleges in 1991 were people of color, compared with 21 percent of undergraduates at four-year public colleges and 22 percent at four-year independent institutions. Students with disabilities represented 8 percent of the enrollment at community colleges, 6 percent at private four-year schools, and 5 percent at public four-year colleges.

Students at the nation's community colleges are more likely to be older, financially independent, study less than half time, and not pursuing a degree than students attending four-year institutions, a new study by the American Council on Education (ACE) shows.

Women were the majority of students at all three types of undergraduate institutions in 1991, constituting 58 percent of the student population at community colleges, 56 percent at independent four-year colleges, and 53 percent at public four-year colleges.

The report indicates that foreign students are a miniscule proportion of those enrolled in either two-year or four-year schools. Foreign students make up 1 percent of community college students, 2 percent of public four-year students, and 3 percent of independent four-year students in 1991.

In contrast, the study found, foreign students make up a much greater proportion of graduate students; 11 percent at public institutions and 10 percent at independent universities in 1991. Minorities make up a much smaller share of students enrolled in graduate schools. Only 15 percent of the individuals attending graduate school at public institutions and 14 percent of those at private universities in 1991 were classified as non-white.

The living arrangements and income of financially independent students vary within and among the undergraduate sectors. Some similarities do exist, however. The majority of independent students at two-year and four-year colleges reported incomes of less than $20,000 in 1991—53 percent at community colleges, 65 percent at public four-year schools, and 69 percent at private four-year colleges. Most independent students also live off-campus.

The report, *Today's College Students: Varied Characteristics by Sector,* was prepared by Ebo Otuya and Alice Mitchell. It is part of the American Council on Education Research Brief Series, a collection of papers exploring timely issues in higher education. For information about subscriptions, contact the ACE Division of Policy Analysis and Research, 202-939-9450. ■

The Crime Epidemic: Are Community Colleges a Remedy?

"Clearly, one of the greatest remedies to our crime problem is for people to be able to work," said F. Renée Gaters, attorney and former Public Defender for Charleston County, speaking at the ACCT Regional Seminar in Charleston, South Carolina. "And if you are meeting people's needs in terms of giving them the quality education that they need and then placing them in the most sought-after jobs in the workplace, it is obvious that [community colleges] do provide a remedy," she said.

Gaters, who also teaches criminal law at Trident Technical College, declared: "Education is crucial. Literacy is exceedingly important. The ability to work is monumental."

Describing the crime epidemic, Gaters listed many causes: lack of self-respect, lack of morals, lack of knowledge, and lack of opportunity, and told how peaceful co-existence has given way to the growing need for gratification through financial gain.

"Money has become the principal motivator for almost all endeavors," she said. "In short, money has become as essential as water. We can blame ourselves, or we can make this motivator that our younger generation holds so dear work to better society.

"We have a responsibility...to allow everyone an opportunity to trailblaze and improve on their current status," said Gaters.

"Today progress demands...individuals who are skilled and technologically proficient enough to keep the wheels turning," she said. "Also it demands that society provide the institutions that will instruct these individuals." Because community colleges and technical institutes offer such training, they are one of the remedies to the crime epidemic, according to Gaters.

Gaters cautioned, "You will have to be major advocates for making sure that there is a true and real connection between the school and the community it serves...Young people especially must feel as though they can be a part of the institution or system and that as a result, they can prosper from it and move forward towards a better life."

Focusing on the importance of community, Gaters said, "By instilling the values of hard work through learning by doing, we can energize our communities at the source of learning, which is the home. For those who cannot or do not wish to leave the area where they reside because of responsibilities ranging from family to financial, community colleges offer a chance to allow more individuals to learn and contribute to the improvement of the community as well as to the quality of their lives."

She said that community colleges serve as a remedy to the crime epidemic in three ways: First, by their very presence, showing that there is concern about the welfare of nearby citizens, showing that opportunities to learn are not just reserved for those who can leave town.

"Second, instead of guns, community colleges can arm our students with the training and skills that will allow them to earn income instead of gaining money through illegal means," said Gaters. "More positive contributions to our workforce will create new ideas and expose talents that lay dormant and untapped within the minds of those who would otherwise commit crimes."

The third way community colleges serve as a remedy to the crime epidemic is by stressing livir g and working together in harmony, according to Gaters. "Combining these ideas with the necessary skills and training needed creates bonds that form new companies and colleges which create employment and thus reduce crime," she said.

Gaters told the assembled trustees they must continue to make sure the community colleges serve the needs of the communities that they are in; that community colleges continue to provide the quality education for transferable skills from the academic world to the workplace and to four-year colleges.

"These are desperate times and our children are facing difficult times ahead," said Gaters. "Crime will not end in urban America; it will not end in rural agrarian communities, unless we all utilize every resource that we have available. Community colleges are resources...but we must utilize them."

Gaters concluded, "Community colleges and schools personify opportunity and improvement by offering the necessary training and skills needed to maintain and uplift." ■

ACCT Communicates With Trustees Through the Internet

Responding to ACCT's need to quickly communicate with the membership, especially in the rapidly-changing area of federal relations, and the need to reach out to non-members with information on what ACCT is all about, the IBM Corporation offered to provide a "home page" on the Internet for ACCT.

Located on the IBM Kiosk for Education (IKE), which is operated by the University of Washington in cooperation with IBM, the "ACCT Page" went online July 1, 1995.

Accessing a home page provides an individual with a menu or "table of contents" of additional information that can be obtained by clicking on an underlined word or phrase.

The ACCT Page can be accessed via the World Wide Web (WWW) by typing:

http://ike.engr.washington.edu
select general higher ed information

ACCT members will find a legislative update and priorities, legislative "alerts," and information on how to be part of the ACCT Legislative Network, complete with a participation form.

Interested trustees can now look up future ACCT seminar and convention dates, available publications and videotapes, information on "policy governance" workshops, and the Trustee Education Recognition Program.

To learn more about ACCT, the Purpose and Goals, and an overview of services are provided.

Thanks to IBM's support, ACCT has been able to improve communications with trustees. ■

IBM.

© 1995 IBM Corporation

ACCT Association of Community College Trustees

The Association of Community College Trustees (ACCT) represents the elected and appointed board members who govern community, technical, and junior colleges in the United States and Canada. ACCT also has broad participation from many other countries.

- Welcome from Ray Taylor, President
- ACCT membership: Why should my board belong?
- Community College priorities for the 104th Congress
- Legislative update
- Legislative network introduction and participation form
- National legislative seminar update
- ACCT 1995-1996 convention and seminar schedule
- Policy governance workshop and clearinghouse
- Trustee Education Recognition Program (TERP)
- Publications order form

| IKE home page | About IKE | Comments to IKE | Contact IBM Higher Ed |
| IBM home page | Order | Search | Contact IBM | Help | (C) | (TM) |

COMMENTARY

Breaking Down Walls in Education

BY FRED COLBY

Citizens, political leaders, students, business and community leaders are crying out for a change in how we teach our children, employees, and fellow citizens. Is it any wonder that increasing levels of frustration are being directed towards our educational institutions? What can we do as educators, voters, and citizens to help change occur at more than the glacial pace at which it appears to be moving? To answer these question we must understand the issues confronting education and the forces which impede change.

Like any institution left undisturbed, education has accumulated centuries of debris along its edges which have gradually built up walls that insulate it from being influenced by the surrounding community. This can be valuable at times to protect our foundations from the ravages of today's fads and tomorrow's extremism. However, this stodginess can be fatal if education becomes non-responsive to the changing needs of its community. Both those within and outside these walls must work together if we are going to remake our education institutions into the central agent for progress and change so vitally needed by our society.

Most educators remain in a field for years, with the parameters of the field becoming more narrowly defined each successive year. It is difficult for those within the institution to recognize that the walls may be closing in on them. Those coming in from the outside with different backgrounds and experiences are quick to recognize this phenomenon; but, most give in to the siren sound of security and the appearance of serenity.

Derek Bok, the former president of Harvard University, once said, "Left entirely to their own devices, academic communities are no less prone than other professional organizations to slip unconsciously into complacent habits, inward looking standards of quality, and self-serving canons of behavior."

A perception exists that education can be offered only within the parameters of an educational institution's four walls. This approach may have worked well in the past when all that was needed to succeed was a limited education of a limited number of people for a limited time and on a limited range of topics. But now we speak of lifelong learning, of almost the entire workforce needing some education beyond high school, of an infinite variety of topics and specialty fields, of employment fields changing so rapidly one needs constant retraining, and of unlimited need.

We are failing at every level of education to meet the needs of our communities for retraining, education in the new technologies, and preparation for the diversity and complexity of our rapidly evolving society and the workplace. Yet, we still speak of education in the same old, tired ways, in the same old settings on the same old campuses with the same old structures and the same old teaching methodologies. Forms of communication remain essentially the same as they have for centuries…the spoken word in lecture form and written text in voluminous textbooks and libraries. We dress it up or tweak it with computers on campus, advanced courses, tutoring programs, and fancy graphics. These "changes" are not enough!

Fred Colby is vice president of The San Diego Community College District Board of Trustees.

Even the community colleges, which have responded better than other educational institutions, are not changing rapidly enough to break down the walls surrounding them. However, there is increasing awareness that not only must we serve the traditional student in new ways, we must serve millions of new lifelong learning students by reaching them in a way which will encourage them to join an ongoing and new educational process with enthusiasm.

Many of these students will never be reached and will never return to traditional campus settings with four walls. The new students…and many of the traditional students…must be reached in their homes, offices, cars, or local libraries and other places convenient for them. They must be reached at times convenient for them and with topics they want and need.

To meet this challenge we must develop new instructional methodologies which focus on learning, not teaching, and make use of new technologies at every level of education. To be effective, instruction and technology must be totally interactive, available at all times of the day and night, flexible on start and end times, and flexible enough to be custom designed to meet the individual needs of each student. The need must be defined by answering the time-honored questions used in almost every area of exchange except education—What, When, Where, and How? What does the student need to learn, when can the student learn it, where can he/she learn it, and how should learning be provided? In times past the answers to these questions were fairly limited. However, today, the viable and economical possibilities are endless.

It is possible to make these changes, but not without an investment of time, energy, and resources. This may call for reevaluation of how our limited resources are expended. Do we need new, costly buildings, which serve only a few students at a time ... or should we consider investing more resources into the technology needed to help professors to reach students in their homes and offices?

A perception exists that education can be offered only within the parameters of an educational institution's four walls. This approach may have worked well in the past when all that was needed to succeed was a limited education of a limited number of people for a limited time and on a limited range of topics. But now we speak of lifelong learning, of almost the entire workforce needing some education beyond high school, of an infinite variety of topics and specialty fields, of employment fields changing so rapidly one needs constant retraining, and of unlimited need.

We can start with the process of revitalizing higher education with the following steps:

1) Reevaluate the purpose and goals of capital expenditures and redirect these limited resources toward less expensive alternatives for reaching students in more flexible and accessible ways.
2) Reevaluate the mission, purpose, and goals of instruction and then revise instructional methodologies to achieve those goals with student learning, not teaching, being the primary mission.
3) Consider how the new technologies can help faculty to reach more students more effectively and more efficiently. Also how these technologies can help faculty to realize more one-on-one instructional time and reduce lecture and administrative time.

The most important change needed to make this all possible is to change the institutions themselves to break down the walls and to change the way we think of education. Some within our educational institutions are aware of this need and are working hard to realize these changes. These issues can only be addressed successfully if every component of education (faculty, staff, management, board members, and students) makes a commitment to put their differences behind them and to make the education of tomorrow much better than it is today.

There are tremendous forces to preserve the status quo. It is up to each and every one of us to speak up now and demand change before more innovative and open-minded nations leave us entrenched in the quagmire within our four walls. If that happens, we all lose. ■

CALENDAR

Trustee Education Opportunities
November 1995-February 1996

November

2-3
Technical Institute Directors' Association
(TIDA) of Georgia
Annual Meeting
Atlanta, GA

2-3
Kansas Association of Community Colleges
Annual Professional Conference
Wichita, KS

5-8
League for Innovation Conference on
Innovation Technology
Kansas City, MO

8-10
Missouri Community College Association
Annual Convention
St. Louis, MO

12-13
North Carolina Association of
Community College Trustees
Law Conference
Greenville, NC

16-18
Community College League of California
Annual Convention
Burlingame, CA

January

12-13
Wisconsin Technical College
District Boards Association
Winter Meeting
Green Bay, WI

21-23
Trustees Association of Community and
Technical Colleges of Washington State
Winter Conference
Olympia, WA

26-27
Ohio Association of Community Colleges
Trustee Orientation Workshops
Columbus, OH

February

3-5
Community College League of California
Annual Legislative Conference and
Trustee Orientation
Sacramento, CA

7
Nebraska Community College Association
Annual Meeting and Legislative Seminar
Lincoln, NE

8-9
North Carolina Association of
Community College Trustees
Leadership Conference
Raleigh, NC

8-10
ACAATO Annual Conference
Windsor, Ontario

18-20
American Council on Education
Annual Meeting
San Diego, CA

25-27
Community College
National Legislative Seminar
Washington, DC

Contact Marilyn Blacker, ACCT Vice-President (202-775-4667), for information about how your state meeting can offer trustees the opportunity to earn units in ACCT's Trustee Education Recognition Program.

BEST COPY AVAILABLE

The definitive book on community college governance!

Must reading for boards interested in attaining new levels of effectiveness and productivity and realizing their potential to lead the institution. This vision of board leadership applies the concept and principles of "Policy Governance" specifically to community colleges.

Order your copy today!

Price: ACCT Members—$25 plus $2 postage/handling
Non-Members—$35 plus $2 postage/handling

_____ copies @ $_____ = $_____

_____ postage/handling @ $2.00= _____
(maximum $10.00)

TOTAL $ _____

☐ Please bill ☐ Check enclosed $ _____
(U.S. funds)

Please include P.O. No. for invoices: _____

Ordered by: _____
(print name)

Bill: _____

_____

_____

_____

Mail to (if different): _____

_____

_____

_____

Send form to ACCT, 1740 "N" Street, NW, Washington, DC 20036, FAX 202-223-1297.

You will learn how:

- Boards can be free to lead the institution, focusing on the long-term vision, rather than the trivial;
- The board can assure it truly acts on behalf of the community;
- The CEO can be free to operate the institution, while providing greater accountability to the board; and
- Institutional outcomes can be evaluated.

Association of Community College Trustees
1740 N Street NW
Washington DC 20036

Nonprofit Org.
U.S. POSTAGE
PAID
PERMIT NO.
8841

BEST COPY AVAILABLE

Issue 1, 1995

TRUSTEE QUARTERLY

STATE MANDATED TRUSTEE EDUCATION

WHAT WORKS ?

Association of Community College Trustees

BEST COPY AVAILABLE

Help keep the doors of opportunity open!

ATTEND THE 1996 COMMUNITY COLLEGE NATIONAL LEGISLATIVE SEMINAR

PRESIDENTIAL POLITICS,
CONGRESSIONAL ACTION, AND
COMMUNITY COLLEGE ACCESS

ASSOCIATION OF COMMUNITY COLLEGE TRUSTEES
AMERICAN ASSOCIATION OF COMMUNITY COLLEGES

February 25–27

JW MARRIOTT HOTEL
WASHINGTON, DC

HOTEL DEADLINE: JANUARY 26, 1996
(Primary hotel will sell out prior to the deadline.)

"EARLY BIRD" FEE DEADLINE: FEBRUARY 1, 1996

For further information contact ACCT *at:*
202-775-4667.
FAX: 202-223-1297.

Board of Directors 1995–96

Chair
Gene E. McDonald
Westmoreland County Community College, PA

Chair-Elect
Manton C. Morris, Jr.
Trident Technical College, SC

Vice-Chair
Isabel F. Dvorsky
Chabot-Las Positas Community College District, CA

Secretary-Treasurer
Dennis Christensen
Central Wyoming College

Immediate Past Chair
Maureen Grady
Clark State Community College, OH

Richard A. Anderson
College of Lake County, IL

Bruce A. Austin
Houston Community College System, TX

Central Region Chair
Lenore Crouch
Watt Community College, NH

Willie Culpepper
Hawkeye Community College, IA

Linda Gollon
Manatee Community College, FL

Stephen E. Goldberg
Rockland Community College, NY

Jane Gregory
Malaspina College, British Columbia

Joyce E. Hoop
Joliet Junior College, IL

Joan S. Jessread
Waukesha County Technical College, WI

Diana N. Lockard
Citrus College, CA

Gloria M. Lopez
Santa Fe Community College, NM

David L. Mathis
Mohawk Valley Community College, NY

Helen M. Newsome
Roanoke-Chowan Community College, NC

Talmage Pruland
Asheville-Buncombe Technical College, NC

Southern Region Chair
Jean B. Preden
Mississippi Gulf Coast Community College

Pacific Region Chair
Linda B. Rosenthal
Maricopa County Community College District, AZ

Armando R. Ruiz
Count Community College District, CA

Western Region Chair
Lydia Santibanez
Temple Junior College, TX

Jo Ann Sharp
Seward County Community College, KS

James E. Sherrill
Centralia College, WA

Northeast Region Chair
Marsha Stoffman
Mercer County Community College, NJ

Denise Wallace-Glover
Wayne County Community College, MI

The TRUSTEE QUARTERLY (ISSN 0271-9746) is published four times per year as a membership service of the Association of Community College Trustees (ACCT). ACCT is a non-profit educational organization of governing boards of public and private community, technical, and junior colleges. Membership also is open to state coordinating boards, advisory boards, and state associations. The purpose of ACCT is to strengthen the capacity of community, technical, and junior colleges to realize their missions on behalf of their communities through the development of effective lay governing board leadership and advocacy at local, state, and national levels. Important activities of the association are trustee education, assistance to boards of trustees in developing and affecting public policy, local board service, promotion of the role of community colleges, and education leadership.

Opinions expressed are those of the authors and not necessarily those of ACCT.

Non-members may subscribe to the TRUSTEE QUARTERLY for $30.00 a year. Third-class postage paid at Washington, DC.

Director of Communications: Sally Hutchins
President: Ray Taylor

Association of Community College Trustees
1740 "N" Street, NW
Washington, DC 20036
202-775-4667

ISSUE 4, 1995

TRUSTEE QUARTERLY

FEATURES

2

State Mandated Trustee Education: What Works?

Making It Work in North Carolina: Trustees in Partnership with the Legislature and the People

Oklahoma's Regent Education Program: A Model

Mississippi Trustees Meet Legislative Concerns with Trustee Education Program

Texas Program Now Optional for Elected Trustees

8

Matching CEO and Board Expectations

By understanding the expectations that boards hold for them, CEOs can provide the level of support their trustees deserve. By understanding the expectations that CEOs have for boards, trustees can provide the climate for effective leadership.

15

Top Ten Technology Checklist for Trustees

Trustees can help translate into practice the vision of their community college providing "anytime-anyplace" education with support from sophisticated technical infrastructure by ensuring that their college develops policies or procedures in ten essential technology-related areas.

DEPARTMENTS

18

Commentary

Student Leadership Colleges' Consumer Voice

19

Calendar

BEST COPY AVAILABLE

FEATURE

State Mandated Trustee Education: What Works?

Making It Work in North Carolina: Trustees in Partnership With the Legislature and the People

by George W. Little and Helen B. Dowdy

The story of North Carolina's growing success in partnering the people's interest in community college education and the legislation that governs the state has emerged as an amalgam of dedicated and far-seeing trustees and legislators committed to advancing educational and training opportunities for the state's people and its business and industry. This partnership has been three decades in maturing and has, understandably, experienced ebbs and flows as community interests vied with those of the public schools and the university system in the halls and conference rooms of the Legislature.

1995 will be remembered in North Carolina as a legislative year that brought cohesiveness to a system that sometimes finds itself in a divisive state. This year proved beyond the shadow of a doubt what can be accomplished by those in a position of power and influence when they choose to join forces for a worthy cause.

From the individual trustee members of NCACCT to dedicated legislators to community college supporters across the state to the leadership of the community college presidents' association and the NCACCT itself, a common road carried us through the doors of the North Carolina General Assembly to a legislative year that was a success for all.

The story of trustee education and advocacy in North Carolina begins in 1963, when the North Carolina General Assembly established the state's system of comprehensive community colleges. That same year, many of the trustees appointed to this infant system attended a statewide conference in Chapel Hill. Two years later, the North Carolina Association of Community College Presidents conceived the idea of a statewide trustee association. In 1968, with the help of the presidents, the North Carolina Association of Community College Trustees was formed. Its mission, then and now, was defined: *To improve and expand the opportunities and resources available to the people of North Carolina for public post-high school industrial, technical, and academic education.*

From those earliest days, NCACCT members attended statewide meetings, reflected on issues common to all the community colleges within the system, and counseled with the colleges' presidents on issues demanding legislative strategies. In 1971, this determination to be a vocal presence in the direction of North Carolina's community colleges led the state association to affiliate with ACCT. Since that time, the involvement of the state association in state politics has depended in part on the issues at hand, the leadership provided by the state association, and the leadership of individual trustees.

NCACCT began early to sponsor regional and state meetings to stimulate the exchange of information among trustees. Predictably, in the early years relatively few trustees took advantage of these meetings. Indeed, during the early 1980s, members of the North Carolina General Assembly began to receive reports that some boards of trustees around the state were failing to exercise appropriate control of the colleges they governed.

In 1987, the General Assembly urged NCACCT to provide better and more consistent educational opportunities for trustees. That body also suggested that member trustees "do it voluntarily, or we will mandate it." The North Carolina Association took this mandate to heart and launched an all-out effort to establish a quality program of orientation and education for trustees. Financial support was provided by the General Assembly through the State Board of Community Colleges until 1994 when the Assembly began appropriating grants directly to the NCACCT.

George W. Little is president of the North Carolina Association of Community College Trustees (NCACCT) and a trustee of Sandhills Community College.
Helen B. Dowdy is executive director of the North Carolina Association of Community College Trustees.

In 1992, the Association established its own headquarters and found its member ranks becoming better informed. During the next two years, however, too many trustees still failed to appreciate their responsibilities and duties and neglected to attend critical meetings and engage in important trustee development activities. For those reasons, the NCACCT Executive Committee took the recommendation of many of the System's trustees and presidents and asked the General Assembly to mandate trustee education/orientation activities.

Following months of work and negotiations, House Bill 914 was accepted by the state's General Assembly on July 24, 1995. (See page 4.) This bill was sponsored by Rep. Jerry Dockham, a community college trustee, and strongly supported by Rep. Ed McMahan. The bill amended the community college law to state: "A board of trustees may also declare vacant the office of a member who, without justifiable excuse, does not participate within six months of appointment in a trustee orientation and education session sponsored by the North Carolina Association of Community College Trustees." The law also applies to newly re-appointed trustees.

At the urging of NCACCT, the bill also amended the community college law to address other governance issues including length of term, conflict of interest, and appointment of trustees.

The legislation mandating trustee training was implemented immediately. Two regional conferences were held (one in Hickory and one in Greenville) and a third is scheduled for Raleigh in February. (For conference topics, see sample agenda, below.) But passage of this bill represented only a small portion of this year's success with the NCACCT legislative agenda. With the relentless efforts of Rep. Robert Grady, Senator Richard Conder, and Senator Teena Little, the North Carolina Community College System enjoyed one of its best legislative years in history. As matters grew tangled in the legislature, trustee members and supporters of the community college system throughout the state came forward to lobby their legislators, and key members of both houses of the legislature provided invaluable help in moving key bills and provisions through.

When the smoke had cleared, the results spoke to the value of cohesiveness in common cause. In addition to the legislation sought by NCACCT amending the community college law, the North Carolina House and Senate approved record budgets for the Community College System and released $23.9 million in bond money to all 58 colleges for capital improvements. North Carolina community college trustees proved they have become the grassroots force for community college education. ■

Sample Agenda for North Carolina Leadership Conference

Legal and Fiscal Responsibilities for Community College Trustees

Sponsored by

North Carolina Association of Community College Trustees ■ University of North Carolina Institute of Government

Day One

12:00 noon	Registration Desk Opens
1:00 p.m.	The Three Rs of Boardsmanship: Role, Responsibilities, Relationships *As a Board* Role of Board of Trustees The Trustees' Work Relationship with Constituency and Other Groups
2:15 p.m.	The Three Rs of Boardsmanship (continued) *As Individual Members ...* Conflict of Interest Ethics Pitfalls
3:30 p.m.	Panel Discussion—Making Tough Decisions
6:00 p.m.	Reception
6:45 p.m.	Dinner Speaker: Student Trustee (SGA President) Speaker: NCACCT President

Day Two

9:00 a.m.	Responsibilities Imposed by Law Liability for Unlawful Actions
9:45 a.m.	Coping with Disruptive People on Campus
10:45 a.m.	Affirmative Action and Diversity
11:30 a.m.	Obligations to People with Disabilities
12:00 noon	Lunch
1:00 p.m.	Fiscal Responsibilities of the Board Open Meetings and Public Records
2:15 p.m.	Conflicts of Interest The Judicial Role of the Board
3:30 p.m.	Adjourn

BEST COPY AVAILABLE

GENERAL ASSEMBLY OF NORTH CAROLINA
1995 SESSION
RATIFIED BILL

CHAPTER 470
HOUSE BILL 914

AN ACT TO MODIFY THE APPOINTMENT AND CONDITIONS OF OFFICE OF MEMBERS OF THE STATE BOARD OF COMMUNITY COLLEGES AND BOARDS OF TRUSTEES OF COMMUNITY COLLEGES.

The General Assembly of North Carolina enacts:

Section 1. G.S. 115D-12 reads as rewritten:

"§ 115D-12. Each institution to have board of trustees; selection of trustees.

(a)Each community college established or operated pursuant to this Chapter shall be governed by a board of trustees consisting of 13 members, or of additional members if selected according to the special procedure prescribed by the third paragraph of this subsection, who shall be selected by the following agencies....

(b) All trustees shall be residents of the administrative area of the institution for which they are selected or of counties contiguous thereto with the exception of members provided for in G.S. 115D-12(a), Group Four.

(b1) No person who has been employed full time by the community college within the prior 5 years and no spouse or child of a person currently employed full time by the community college shall serve on the board of trustees of that college.

(c) Vacancies occurring in any group for whatever reason shall be filled for the remainder of the unexpired term by the agency or agencies authorized to select trustees of that group and in the manner in which regular selections are made. Should the selection of a trustee not be made by the agency or agencies having the authority to do so within 60 days after the date on which a vacancy occurs, whether by creation or expiration of a term or for any other reason, the Governor shall fill the vacancy by appointment for the remainder of the unexpired term."

Sec. 2. G.S. 115D-19(b) reads as rewritten:

"(b) A board of trustees may declare vacant the office of a member who does not attend three consecutive, scheduled meetings without justifiable excuse. A board of trustees may also declare vacant the office of a member who, without justifiable excuse, does not participate within six months of appointment in a trustee orientation and education session sponsored by the North Carolina Association of Community College Trustees. The board of trustees shall notify the appropriate appointing authority of any vacancy."

Sec.4. G.S. 115D-2.1(d) reads as rewritten:

"(d) No member of the General Assembly, no officer or employee of the State, and no officer or employee of an institution under the jurisdiction of the State Board and no spouse of any of those persons, shall be eligible to serve on the State Board. Furthermore, no person who within the prior 5 years has been an employee of the Department of Community Colleges shall be eligible to serve on the State Board."

Sec. 5. This act is effective upon ratification and shall apply to terms beginning on or after that date except Section 2 shall apply to terms beginning after June 30, 1995.

In the General Assembly read three times and ratified this the 24th day of July, 1995.

Dennis A. Wicker
President of the Senate

Harold J. Brubaker
Speaker of the House of Representatives

BEST COPY AVAILABLE

State Mandated Trustee Education: What Works?

Oklahoma's Regent Education Program: A Model

In 1987, a legislatively mandated citizen task force issued an in-depth examination of Oklahoma's higher education system, *Oklahoma's Secret Crisis*. Among the recommendations to be implemented was the establishment of the Regents Education Program (REP), which prepares members of Oklahoma's 20 higher education governing boards for their responsibilities. James Tolbert III, chairman of the Oklahoma Higher Education Task Force, reported at the Annual Regents Education Program in December 1994 that this recommendation has been fully implemented and now serves as a national model for improving the quality of higher education.

The Regents Education Program began on July 1, 1991, under laws enacted by the 1990 Oklahoma legislature. By law, all regents and trustees appointed by the Governor after January 1, 1991, are required to take 15 hours of continuing education. Two of those hours must be in ethics. The program was designed and administered by the Oklahoma State Regents for Higher Education with the advice of the Oklahoma Attorney General.

The State Regents have opened the program to all 155 regents and trustees of institutions in Oklahoma. Courses are taught by national experts and by the Oklahoma professoriate through seminars, lectures, the state's Educational Telecommunications Network, and videotapes. Regents and trustees learn about the nature of their responsibilities and the seriousness with which they should be undertaken. They are briefed on state and federal laws affecting higher education, statewide policies and strategies affecting campus operations, issues facing higher education, and ethics.

A Regents Education Program Advisory Committee provides counsel to the chancellor in designing, implementing, and refining the program and in developing an annual curriculum. Program costs are borne primarily by the Oklahoma State Regents for Higher Education. The budgets of governing boards cover the travel and registration costs of board members, and institutions cover travel costs for institutions' participants and speakers, as well as costs of REP events on their campuses.

A total of 65.5 hours of REP credits were offered during 1994-95, the fourth year of the Regents Education Program, bringing the total number of credits offered to 180. Conferences were held in five cities and three hours were offered by audio or videotapes. The conferences were geared to the 26 new and reappointed regents and trustees as well as veteran board members. Approximately 45 percent of the participants in 1994-95 REP events were veteran members. A total of 30 regents and trustees graduated from the program in 1994-95, bringing the number in the REP alumni group to 82. ■

Sample of Courses Offered in 1994–95

- Legal and Ethical Concerns for Higher Education Boards
- Student Retention and Assessment
- Higher Education and Economic Development
- Higher Expectations for Higher Education
- Governance of Public Higher Education
- Board Responsibilities
- The Cost of Academic Operations and Initiatives
- A Focus on Family
- Oklahoma Higher Education Challenges for the Future and Reclaiming the Public's Trust
- A Day at the Capitol
- Ethics
- Know What, Know Why, But Don't Know How
- Preparing Our Students for the Workforce
- Ethics Rules for Higher Education Regents, Administrators, Faculty, and Staff
- Producing America's Best Products: Our Young People
- The Changing Politics of Education
- Multicultural Diversity in Higher Education
- Perspectives on Trusteeship (audio or videotapes)
- The Board's Role in Fundraising (audio or videotapes)

BEST COPY AVAILABLE

FEATURE

State Mandated Trustee Education: What Works?

Mississippi Trustees Meet Legislative Concerns With Trustee Education Program

When legislation was introduced in the Mississippi Legislature mandating education for the trustees of Mississippi's 15 community and junior colleges, trustees and college presidents approached legislators with a proposal to organize and implement a statewide trustee education program run by the Mississippi Association of Community and Junior College Trustees.

The legislators had trust and confidence in the Mississippi trustees and the trustee education program they proposed. The legislation was never enacted.

The Mississippi Community/Junior College Trustee Education program was adopted by the Mississippi Association of Community and Junior Colleges on January 25, 1994, and by the Trustee Association on July 23, 1994.

Stating that "a well-informed and knowledgeable trustee can carry out trustee responsibilities in a more effective and efficient manner," the program has four major goals.

1. Provide a structured education program for community college trustee growth and development.
2. Provide necessary information and knowledge for trustees to maximize effectiveness in performing trustee duties and responsibilities.
3. Meet the increasing accountability demands for improved trustee education.
4. Recognize educational development of community college trustees.

The Community/Junior College Trustee Education program includes a local college perspective and a state and national perspective. Trustees are recognized as they progress through two levels of endorsement: Level I—Board Endorsement and Level II—Advanced Board Endorsement.

For Level I, trustees must complete four units to include: one unit of local college orientation, one unit of Mississippi laws impacting community and junior colleges, one unit on role and responsibility of trustees, and one unit from a list of state/national issues.

Level II requires four additional units selected from such topics as: community college history and development, governance of public community colleges, ethics, financial policies, and impact of community and junior colleges in Mississippi.

Renewal endorsements may be obtained by completing two units over a four-year period.

Rather than require trustees to attend a two or three-day workshop in the state capital, which could be a hardship for many busy trustees, the program offers a variety of methods for fulfilling requirements. A local board may ask its CEO to organize a seminar, talk, or workshop on a specific topic. The Mississippi Association of Community and Junior College Trustees offers sessions at its annual meeting and other meetings as needed. Trustees may participate in other approved programs and workshops offered by agencies and associations. Approval of programs to meet endorsement requirements must be given by the Trustee Association Executive Committee.

An alternative endorsement process is completion of the ACCT Trustee Education Recognition Program, which the Mississippi Trustee Association accepts as meeting endorsement requirements for Mississippi community college trustees Levels I and II.

College presidents provide coordination of the program and maintain the record of units completed for their board members. Annually, trustees fulfilling all requirements are recognized by the Trustee Association with the presentation of certificates.

The goal of the Mississippi Association of Community and Junior Colleges is to achieve Level I—Board Endorsement of trustees of the community and junior colleges by July 1996. ■

FEATURE

State Mandated Trustee Education: What Works?

Texas Program Now Optional for Elected Trustees

In the 1983 session of the Texas Legislature (which meets every two years), legislation was passed mandating attendance at a trustee education or orientation workshop for all newly elected or re-elected community college trustees and newly appointed or re-appointed university regents of public higher education institutions.

An advisory committee of board members, presidents, and administrators worked with the Texas Higher Education Coordinating Board to plan the program agenda and conduct the first workshop, which was held in June 1984 in Austin.

Topics were discussed from a trustee's point of view and included: how state funding is determined, accountability, ethics, and requirements of open meeting laws.

The first workshop was considered too basic by experienced board members, so the second workshop, held in December 1984, added some advanced topics.

During the 1985 session of the legislature, two bills were passed which changed the nature of the program.

Responding to complaints of hardship for rural trustees, who had to travel long distances, or professionals, such as doctors and dentists, who lost income when out of their offices, the legislature passed a bill which exempted board members who would experience a hardship to attend, shortened the length of the workshop from two days to one day, and made most of the topics optional.

A second bill made the training optional for all elected trustees (training is still mandatory for appointed regents). Language in the bill stated that the program should be of such high quality that trustees would want to attend (although the legislature provides no funds for the program and allows only non-appropriated college funds to be used for trustee travel and expenses).

In spite of the changes, at the workshop held in June 1985, about one-third of those attending were from community colleges. Next year, community college trustees will again be invited as the staff at the Higher Education Coordinating Board plans for an interesting and informative workshop. ■

FEATURE

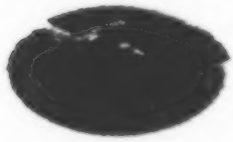
Matching CEO and Board Expectations

by George R. Boggs

Community colleges improve the lives of millions of Americans each year, but they are complex organizations, and, to be most successful, they require capable and stable leadership. Ideally, the board of a community college district and its CEO should be viewed as a team of leaders who share common philosophies and objectives. The effectiveness of one depends upon the effectiveness of the other. Each has an important and complementary role to play, and it is necessary that each role is respected.

According to Carver, no single relationship in an organization is as important as that between the board and its CEO (1990, p. 109). The exact relationship in any community college district depends upon both the CEO and the board members. However, there are some common characteristics of healthy board-CEO relationships. Some insights into these characteristics are revealed by reviewing what trustees say they expect of their CEOs and what CEOs say they expect of their board members.

The lists of expectations discussed in this article are derived from CEO presentations at the May 1993 Southern California Community College Chief Executive Officers' Association meeting, a panel presentation at the June 1995 California Community College CEO Academy, discussions at the September 1995 California Community College Trustees Board of Directors retreat, and a review of selected CEO evaluation forms. Some of these expectations are discussed in more detail in *The President And The Board* (Boggs, 1995, pp. 27-44).



Ideally, the board of a community college district and its CEO should be viewed as a team of leaders who share common philosophies and objectives.

Trustee Expectations of CEOs

1. Be honest in dealings with board members.

Trustees must have complete trust in their CEOs, and this can be accomplished only by complete honesty. Trustees expect to hear both the good news and the bad news from their CEO. CEOs should not try to protect board members from problems. Instead, they should protect their trustees from surprises.

2. Keep all board members informed of issues, needs, and operations of the district.

To honor the rule of "no surprises," board members should be informed about important problems, events, or issues before they hear about them from outside sources or before they are asked to respond to the press. All trustees should receive the same information. No board member should be placed at a disadvantage by not having needed information.

3. Schedule orientation retreats for the board shortly after new board members are seated.

The seating of new trustees changes the complexion of any board and begins a new set of relationships among board

George R. Boggs is Superintendent-President of Palomar College, San Marcos, California.

Decisions should be made upon the merits of the issue and not upon preconceived positions of factions or individuals.

members and between the board and the CEO. CEOs can help new board members to understand the mission of the college, to understand the difference between policy setting and operations, and to clarify the proper channels of communication for board members. An orientation retreat can prove to be a valuable experience for the board and the CEO, an experience which will pay dividends in better leadership of the college district. Experienced facilitators can bring an independent perspective to an orientation.

4. Be available to answer questions from board members.

Board members want to be able to call or to see the CEO to seek answers to their questions. Trustees must be informed in order to do their jobs. Sometimes written information or board agenda packets are not enough to answer an individual board member's questions. The CEO must be prepared to respond quickly to these questions.

The CEO's office must be the main point of contact between the board and the college staff. Carver goes so far as to say that a board should think of the CEO as the single link through which authority is delegated from the governing board to management (1994, p.3). The wise CEO will return board member calls promptly and respond to requests for information.

5. Do not consistently side with one particular board member or with any faction of the board.

A "split board" is not only very difficult for a CEO, but also can be very disruptive for a college district. A CEO should work with the board chair to try to heal divisions in the board. Decisions should be made upon the merits of the issue and not upon preconceived positions of factions or individuals.

In cases where a CEO has to work with a split board, it is important that the CEO not become politically aligned with one faction over another. Political winds change, and a majority faction might find itself in the minority after the next election. A CEO can get trapped by these political shifts. Political turmoil among board members or between the CEO and the board is not healthy for the district.

6. Accept that a consensus of the board may not always be possible.

A CEO and a board must not view a lack of consensus as a weakness. Board members bring a variety of perspectives to their roles. It may not always be possible, even after a thorough discussion, to reach consensus on every issue. In such cases, the CEO should help the board to respect minority opinion, but to support the decision of the majority. The board and the CEO must move on to the next issue without being influenced by hard feelings from a previous decision.

7. Make recommendations on all issues which require board action.

The board expects the CEO to make recommendations and to explore options and possible consequences of decisions when the board is asked to make a choice. Board policies and decisions shape the future of the college. The board members deserve the thoughtful advice of their CEO.

Some CEOs would view it as a personal defeat if the board did not support one of their recommendations. Surely, the board must seriously consider the recommendation of the CEO. The CEO has studied the options and brings years of professional experience and personal knowledge of the college to bear in making a recommendation. However, board members must always make their decisions on the merits of the recommendation rather than who is making it. To do otherwise would indicate a weak board acting as nothing more than a rubber stamp for the CEO's wishes.

8. Provide guidance to the board in the development of board or district goals.

Board agenda items may seem to provide an opportunity to take isolated and unrelated actions. However, it is important for the actions of the board to fit into the overall goals of the college district. It is often helpful for the board and the CEO to schedule occasional retreats and workshops. At these meetings, away from the demands of regular board meetings, trustees and the CEO can set goals for themselves, evaluate their progress in meeting those goals, and assess the progress of the college toward its vision of the future. Board members expect their CEO to identify and suggest important goals as well as to provide information on goal achievement.

9. Provide adequate and timely board agenda information.

Boards expect their CEOs to prepare the agenda for the board meetings at the board's direction and to provide a complete set of backup information. The CEO should insure that the agenda materials arrive in time for board members to have adequate time to study them. Board members should feel free to call the CEO should they have questions about board agenda items. Alternately, the CEO can routinely call each board member prior to the meeting to see what questions board members have. Communication between the CEO and the board members prior to the board meeting allows the CEO to prepare college staff to research certain questions that will be raised at the board meeting.

10. Be committed to the district and the college(s) and to meeting responsibilities.

Trustees are responsible for making sure that the community college district is operated effectively and efficiently. The board, however, must act through its CEO. It has the right to expect that its CEO is fully committed to the success of the college(s).

11. Find ways to make things happen (ethically).

There always seem to be many reasons for not trying something new. However, the college districts which are recognized as the best are the ones which are creative and innovative. From encouraging faculty members to try new methods of promoting learning in the classrooms to forming unique partnerships which provide facilities, the best CEOs are willing, with board support, to take calculated risks. However, high ethical principles must guide both the CEO and the board in all they do. Boards must also insist that CEOs do what is right and not necessarily what is popular.

12. Involve people appropriately in decisions.

Today's most effective community college leaders facilitate the participation of people in making the decisions which will affect them. Faculty, staff members, students, and community members often serve on advisory or shared governance committees. Because of the complexity of the organization, CEOs will have to delegate many decisions to others. Neither the delegation nor the participation of others, however, relieves the CEO and the board from responsibility for the proper administration of the college district. The CEO and the board must retain the right to send a recommendation back to a committee or to an administrator for further consideration or to make a decision different from the one recommended.

13. Be visible on the campus(es), in the community, and in appropriate statewide and national forums.

Boards expect their CEOs to be respected on the campus(es), in the community, and at the state and national levels. In order to achieve this level of respect, it is important that CEOs spend some time on the campus(es) attending meetings; visiting with students, faculty, and staff; attending student performances and athletic events; and officiating at commencement exercises, dedications, and convocations. CEOs should be seen as supporters of the community by serving on boards of charitable organizations and by attending community fundraising events. Service on state, regional, or national educational boards and committees can bring recognition to the college district and can help to influence regulations which will affect the college. Trustees expect their CEOs to be professionally active and to attend appropriate conferences and conventions which update and expand their thinking.

14. Help the board members develop parameters for collective bargaining with employee groups.

Although it is not wise for CEOs or board members to sit at the table in negotiations with employees, boards must set the parameters for those who do. Boards expect their CEOs to provide them with accurate information about the financial capability of the district to afford employee salary and benefit increases and about the ramifications of contract provisions. CEOs are also in a position to know the internal political consequences of bargaining positions.

15. Inform the board about district, college, student, and employee accomplishments.

Trustees are proud of their colleges and the people who are part of the college community. It is important for the CEO to provide the board members with information about the successes and achievements of the district, the college(s), the students, and the employees. This practice on the part of the CEO makes it possible for the board to recognize employees and students appropriately. CEOs must be sure to share credit for district accomplishments.

16. Inform the board about important legislative issues at the local, state, and federal levels.

As elected or appointed officials, board members are in a position to influence public policy decisions which may affect their colleges. CEOs must keep board members informed of pending local, state, and federal legislation. They should suggest courses of action that board members might take to advocate for the district. If board members prefer, CEOs can have their staffs prepare letters or an outline of points to be made in the trustees' contacts with legislators.

BEST COPY AVAILABLE

Legislative advocacy does not begin when there is a need to lobby for or against a bill. Instead, it is necessary to develop a relationship with legislators and staffs over a period of time. It is also important for legislators to see community college board members and CEOs as people who can sway public opinion. CEOs should help their board members to find opportunities to interact with legislators and to be visible as representatives of the college district in the community.

17. Help board members look good.

Perhaps the best way CEOs can make a board look good is to be sure that the college district functions effectively and efficiently in accomplishing its mission. However, CEOs must recognize that whatever benefits trustees are allowed to receive do not nearly compensate them enough for the hard work and long hours necessary to do a good job as board members. Moreover, the re-election or reappointment of trustees may depend upon public recognition of the service provided. CEOs should take every opportunity to recognize the contributions of their board members and to publicly acknowledge their accomplishments and their leadership of local, statewide, and national organizations. CEOs need to give trustees the spotlight at appropriate times.

18. Support board policy and board actions to the public and the staff.

Trustees often must make difficult, even unpopular, decisions. They have a right to expect their CEOs to interpret their actions accurately and to support them to the public and to the college community. Of course, no CEO or trustee should ever be asked to support unethical or illegal actions.

CEO Expectations of Trustees

1. Provide the CEO with a clear understanding of the board's expectations.

A CEO deserves to know what the board expects from him or her. All too often, these expectations are not explicit, or individual board members may have different expectations for the CEO. A goal-setting retreat can be an excellent vehicle for a board and its CEO to agree on expectations and directions for the college district.

It is especially important for the board to be clear in its expectations when employing a new CEO. Both the board and the candidate will be evaluating whether there is a good match between the needs of the institution and the strengths of the candidate. An honest conversation about expectations can avoid a mistake.

2. Regularly evaluate the CEO.

Evaluation of the CEO is one of the most important responsibilities of a community college board. According to Carver, organizational performance and CEO performance are the same (1990, p. 124). There are many opportunities for informal evaluative comments during the course of interactions between a board and its CEO, but it is a good idea to schedule an annual formal evaluation of the CEO. Improvement of performance, a clearer sense of direction, and reinforcing recognition should be the primary goals of the evaluation. The process and criteria should be understood by and mutually acceptable to the board and the CEO.

Boards need to understand that CEOs are faced with conflicting demands, insufficient resources, hectic schedules, and long hours. Progress toward some district goals may take longer than expected when other priorities emerge. Although maintaining a positive institutional climate is an important responsibility for a CEO, the board's evaluation of the CEO must be more than a reflection of current popularity.

The formal evaluation should result in a written record of performance upon which the board bases its annual review of the CEO's employment contract. Written evaluations should be sealed and placed in the CEO's personnel file for review only by regular board members or the CEO.

3. Recognize the distinction between policy setting and operations.

Boards have an obligation to see to it that the institution is well managed (Nason, 1982, p. 21). That is not to say that the board should manage the college; they cannot. Instead, they select and appoint a CEO to lead the administration of the college district. CEOs expect trustees to give them the freedom to operate the district and to accomplish the goals which have been mutually set. Boards should honor the internal governance systems of the college district. Individual trustees should not try to direct the actions of their CEO. Individually, trustees can make suggestions; the majority of the board in a board meeting can direct the CEO.

Board members set policy often relying upon information they receive in reports, board agenda packets, and at board meetings. They need to be sure the information is accurate and reliable. After they approve the policies, they need to be sure that they are implemented as intended. The tool board members have to accomplish these tasks is the ability to ask questions. However, boards should be aware that every request they make, including requests for information and reports, has a cost to the district.

A common board folly, according to Carver, is for boards to want to know everything that is going on (1990, p. 119). Carter advises boards to focus on questions which yield information necessary to make a policy decision and questions

CEOs expect trustees to understand the importance of working with fellow board members and the CEO in a spirit of harmony and cooperation . . .

which yield information necessary to monitor the implementation of those policies. Carter labels other information as "incidental" and implies that boards often confuse it with more important monitoring information.

4. Work with fellow board members and the CEO in a spirit of harmony and cooperation.

CEOs expect trustees to understand the importance of working with fellow board members and the CEO in a spirit of harmony and cooperation in spite of differences of opinion that may arise during vigorous debates of points at issue. Board member and CEO behaviors are very visible and set the tone for other relationships in the college district.

5. Provide visible public support for the CEO.

Faculty and staff members (and sometimes students) will, on the occasion of some decision of which they disapprove, take a dim view of the CEO (Nason, 1982 p. 87). CEOs often come under attack because they are visible targets symbolizing the district. The confidence and trust between a board and a CEO must be based upon a long-term relationship and not wax and wane with immediate concerns of the campus community. Boards can do a great deal to support, both publicly and privately, a CEO under fire for making an unpopular, but correct, decision.

If a board does not have the confidence that the CEO is willing or able to carry out its policies and lead the institution, it must act to change the CEO. Ideally, this kind of change should be done in an orderly and discrete fashion. Tension or lack of trust between a CEO and a board can be very disruptive for the entire college district.

6. Base decisions on what is best for the district and the college(s) and not on a special interest.

Every person has special interests, and most of us belong to groups which advocate for certain values, ideals, or political or religious beliefs. Some board members or their relatives may be employed by businesses which are potential contractors with the college district. However, neither trustees nor CEOs should use their positions to place any special interest above the interest of the college district. Even the appearance of a conflict can create negative publicity and perhaps legal problems for the college district and the individuals involved, damaging the district.

7. Refer complaints and suggestions to the CEO.

Board members often receive communications from community members, students, or employees of the college district. If the communication reveals a potential administrative problem, the board member should refer it to the CEO to address through appropriate administrative channels. If the person is trying to influence a board decision on policy, the board member may choose to listen, but should reserve judgment for the board room where recommendations from shared governance committees and the CEO can be heard. Popcock (1988, p.22) cautions even board chairs to resist the temptation to respond to queries from faculty, students, administrators, and the news media until they are confident of the facts and have consulted with the CEO on the response. Board members should never commit to any course of action based upon what they hear from individuals outside a board meeting.

8. Make sure the CEO is the primary contact with the district.

The office of the CEO should be the main point of contact between the board and the college(s). Having a separate board office on the campus(es) or hiring separate staff for the board threatens the effectiveness of the CEO and invites the board to cross the line between policy and implementation.

Some CEOs want all communications from board members to pass through them. The CEO can then contact appropriate staff members to gather information before answering the board member's questions. Other CEOs are comfortable with trustees contacting other members of the executive leadership team so long as the CEO knows about the contacts and their nature. If this is the case, it is important for both the board members and the executive leadership team to keep the CEO in the information loop.

Board members may choose to visit the campus(es) occasionally to become better informed by talking with students and employees and sitting in on some shared governance committees. Although board members should not feel that they need the CEO's permission to visit, the CEO should always be informed. The CEO's staff can help to facilitate the visit. A trustee who does not inform the CEO about campus visits can, by this action, convey a lack of trust in the CEO. Meetings between a union and a board member during a collective bargaining impasse can damage the negotiations process. A board member who consistently attends a shared governance committee runs the risk of inhibiting discussion and interfering with a process which is intended to bring informed recommendations to the board.

9. Protect the mission of student learning.

The mission of a board of trustees, according to Nason (1982, p. 19), is to act as guardians of the college mission. Trustees must make sure that the institution's programs conform to its stated purpose and that district funds are spent in support of the mission of student learning. Policies set by the board must be in support of the mission.

10. Protect the long-term interests of the college district.

Boards have a special responsibility for future generations of students. While district and college staff may be focused upon short-term problems, trustees have an obligation to insist on long-term planning. Here again, it is not the responsibility of the board to draw up the long-range plans, but to insist that the administration and the faculty do so in terms that the board can approve.

Boards must also assure that colleges have adequate physical facilities (Nason, 1982, p. 30). Because colleges are human service institutions, employees tend to focus on the problems of its people and can lose sight of long-term needs for facilities.

11. Prepare adequately for board meetings.

Trustees must pledge to devote sufficient time, thought, and study to their duties as board members so they can render effective and creditable service. This especially means attending board meetings on time, reading agenda materials, and preparing for board meetings. Board members who need additional information about an item on the agenda should let the CEO know enough in advance to prepare the information. CEOs expect that board members will not surprise them or other district staff at a board meeting. Trustees who attend board meetings unprepared not only lose effectiveness themselves, but they also affect the operation of the entire board.

12. Maintain appropriate confidentiality.

Board members and their CEOs must recognize that deliberations and discussions of the board, staff, and legal counsel in closed or executive session are not to be released or discussed in public without the prior approval of the board by majority vote. Open meeting laws in most states restrict closed-session topics to such items as personnel matters, student discipline, pending litigation, salary negotiations, and land acquisition. Disclosure of confidential information is not only unethical, it may result in litigation against the district and individuals involved.

13. Avoid public criticism of the CEO.

Trustees should never criticize their CEO or other college staff in an open meeting. Formative evaluation comments can be made to the CEO in private. Closed sessions can be scheduled to evaluate the CEO if needed. Public criticism undermines the ability of the CEO to provide effective leadership and doesn't reflect well on the board.

14. Control inappropriate behavior of fellow board members.

Popcock points out that no CEO should be expected to discipline a board member (1989, p. 3). A board chair or other influential board member can be very helpful by discussing concerns with a particular trustee in private. There may be occasions in which the whole board may have to deal with a disruptive trustee or with one who is not living up to expectations or standards of ethics. Unfortunately, open-meeting laws in some states do not permit a board to address these issues in closed or executive sessions.

15. Recognize the CEO and other college staff for local, statewide, and national leadership roles and achievements.

Public recognition for achievements can be an important motivator. Although a good CEO will frequently recognize other staff members and extend credit for successes to others, a CEO is often uncomfortable pointing out personal and professional achievements. Trustees, however, are in a position to publicly recognize the CEO as well as other college employees.

Trustees must pledge to devote sufficient time, thought, and study to their duties as board members so they can render effective and creditable service.

16. Support the professional involvement and development of the CEO.

Trustees should provide sufficient funds for the CEO to travel to represent the district and to engage in professional activities. Boards have a lot invested in their CEOs. It is important to protect and develop that investment by making sure that the CEO has the support to attend important conferences and to serve on important professional commissions and committees.

Likewise, it is important for trustees to attend conferences and to engage in professional development activities. Board members can improve their skills, become better informed, and learn from their colleagues in other districts. Trying to save money by cutting board and CEO travel budgets can prove costly in the long run.

The community college districts which have been identified as the best are districts which have histories of strong and stable leadership at the board and CEO levels.

17. Regularly review CEO employment contract to be sure provisions are fair and competitive.

The CEO's contract should clearly state the terms of employment, including duties, salary, benefits, expense allowances, important working conditions, and term of office. CEOs and boards should never agree to any benefit which is not included in writing in the contract. The contract serves as a written record and can be used to prevent misunderstandings which otherwise could prove to be embarrassing to the CEO and the board.

One important provision for a board to consider in a CEO contract is a sufficient expense allowance for the CEO to attend important community activities and to represent the district at local events. The CEO is often the most visible symbol of the college district. If community leaders view the CEO as a supporter of the community, they are more likely to support the college district.

When districts have effective CEOs, boards should do what they can, within reason, to retain them. The correct match between the skills and abilities of the CEO and the needs for leadership of the district is not always easy to find. Moreover, a CEO search is costly in terms of time and money. Common contract provisions for CEOs can be obtained from state and national associations.

18. Leadership changes should be planned.

If the majority of the board determines that it is necessary to make a change in CEO leadership, the board should communicate this to the CEO in a closed session board meeting. It would be unusual for a CEO to be surprised by an action like this because of the informal and formal feedback provided by the evaluation process. Nonetheless, it is important for the board to make its decision known to the CEO clearly and in enough time for the CEO to plan for the future.

Likewise, it is important for the CEO to communicate plans to leave a leadership position in a timely enough manner for the board to plan for the future of the district. The board will need to decide whether to employ a search consultant, what characteristics would be desirable in a new CEO, and what the involvement of district staff will be in the search process.

All too often, changes in leadership are accompanied by controversy. Newspaper articles and contentious lawsuits focus negative attention on the district, the board, and the CEO. Barring evidence of unethical conduct on the part of the CEO, the board's responsibility to protect the CEO does not end until the CEO leaves. If the board were to help with the transition of the CEO, it should be possible to avoid these problems.

The community college districts which have been identified as the best are districts which have histories of strong and stable leadership at the board and CEO levels. Positive relationships between boards and CEOs do not develop accidentally. They must be continually nourished and developed. By understanding the expectations that boards hold for them, CEOs can provide the level of support their trustees deserve. By understanding the expectations that CEOs have for boards, trustees can provide the climate for effective leadership. ■

References

Boggs, George R. "The President And The Board." In George A. Baker III (Ed.) *Team Building For Quality: Transitions In The American Community College* (pp. 27-44). Washington, DC: American Association of Community Colleges, 1995.

Carver, John. *Boards That Make A Difference*. San Francisco, CA: Jossey Bass, Inc. Publishers, 1990.

Carver, John and Mayhew, Miriam. *A New Vision of Board Leadership: Governing the Community College*. Washington, DC: Association of Community College Trustees, 1994.

Nason, John W. *The Nature of Trusteeship*. Washington, DC: Association of Governing Boards, 1982.

Popcock, John W. "Maintaining Effective Chair-CEO Relationships." In R. T. Ingram & Associates (Eds.). *Making Trusteeship Work*. Washington, DC: Association of Governing Boards, 1988.

BEST COPY AVAILABLE

FEATURE

Top Ten Technology Checklist for Trustees

by Don Doucette

By now, most (but not all) thoughtful community college leaders have concluded that their institutions must respond to irresistible technological and demographic pressures by somehow improving their programs and services using information technology.

The world from which our students come and the world of work for which we prepare them have been thoroughly infused with technology. As a result, we have no choice but to upgrade regularly the technology we use in our programs to reflect new developments in the workplace. The Nintendo generation is at the college door, and these students are not only used to eye-catching visuals but also to learning using interactive games and instructional materials. Up to half of these students have routine access to personal computers and to the Internet. The expansion of this fast-developing information superhighway into the heart of most homes via the interactive family television looms closer, along with the threat of serious private competition to provide education and training to adult consumers with multiple demands upon their time.

However, articulating a vision of community colleges providing "anytime-anyplace" education with support from sophisticated technical infrastructure is the easy part. An enlightened vision is a necessary but insufficient condition for applying information technologies to improve institutional management and teaching and learning in our colleges. The challenge is to translate vision into practice.

Ten Essential Policies and Procedures

Trustees can help the translation of vision into practice by ensuring that their colleges develop policies or procedures in ten essential technology-related areas. Most of these areas do not require the development of formal board policies, rather the following is best used as a checklist by which to evaluate current college practice.

☐ 10. Modern Information Technology Policies

Most colleges need to update existing policies to reflect changes wrought by information technology, such as those related to copyrights and patents for electronic media. Colleges need to develop policies to ensure that they adhere as much as possible to software licenses and respect the intellectual property rights associated with nonprint materials. Colleges would also do well to think through policies regarding access and appropriate use of college technology resources so that they are prepared to respond consistently when Johnny pulls down pornographic images from the Internet or when some enterprising student tries to run his small business from the college's computer lab.

Colleges will also need policies governing home pages on the World Wide Web, which involve not only public information issues—how the college wants to be identified to those accessing information on the Internet—but also important security issues—how to wall off Web sites from college databases.

☐ 9. Network Infrastructure

Most college leaders, including most trustees, have relished building the physical infrastructure necessary to support college programs. While this has historically meant buildings, it is important to commit to the building of the college's institutional electronic network infrastructure to support programs and services with equal vigor.

Building the college network must have top priority in technology planning. Implementation must inevitably be built upon a robust institutionwide network, for the network is the basis for the most important applications currently made of information technology: universal electronic communications and access to and sharing of information resources. Technology plans should assume the integration of voice, video, and data on the network, movement to network-based client-server applications, and public access to college information resources, both from on-campus and remote locations.

☐ 8. Organizational Structure

Colleges need to re-evaluate their organizational structures to ensure that they can support the applications currently being made of information technology. The user community has expanded throughout the organization, requiring more horizontal integration of key functions. For instance, it is no longer sensible to build two tech-

Don Doucette serves as chief academic officer and chief information technology officer for The Metropolitan Community Colleges in Kansas City, Missouri. In this article, Don Doucette expands upon points made during his keynote speech at the 1995 ACCT Annual Convention.

BEST COPY AVAILABLE

nology support organizations, one for administrative and one for academic computing. These once-separate domains need to be integrated into one unit that recognizes that supporting students, faculty, and staff users, however they use information technology, is their common and fundamental purpose.

In fact, pervasive electronic communications and resource sharing tends to flatten out most organizations, chipping away at historic, silo-like organizational structures that are the bane of modern institutions. Technology organizations need to model practice, diminishing vertical reporting structures and organizing cross-functional teams around user needs.

☐ **7. Technology Plan**

Colleges must develop and regularly update a comprehensive technology plan. Technology planning is really not different from other forms of strategic or tactical planning. The process must involve a broad range of users. The plan must include a vision of how technology can be applied to improve teaching and learning and institutional management, as well as specific goals for technology literacy and use by students, faculty, and staff. The plan should establish both direction and a clear sense of priority for the application of technology. Finally, the technology planning must be a living document that is regularly updated to reflect changes in the field, and in order to be meaningful, it must be tied directly to the resource allocation process.

Some have hesitated to commit to firm plans given the rapidly changing nature of the technology industry. However, the importance of writing down the best thinking at any given point in time cannot be overstated. Tactical aspects of the technology plan may change regularly with industry developments, but vision, goals, and priorities are likely to be more enduring.

☐ **6. Sustainable Infrastructure**

One of the keys to long-term success in investing and using technology effectively in community colleges is a focus on building "sustainable infrastructure." Much more than most physical facilities, technological resources need to be supported and updated regularly. As a result, the cost of providing technical support, maintenance, upgrades, and training needs to be calculated as part of any expenditure for technology.

This support burden requires colleges to focus on prudent investment in sustainable technological infrastructure, and it strongly discourages massive, one-time investment in equipment based upon special appropriations, bond issues, or other one-time infusions of capital.

Building sustainable infrastructure means favoring flexible use of resources, such as open-access and multi-purpose computer labs over dedicated or fixed facilities. It means using "cascading technology" resource deployment strategies that "flow" computers to users based upon actual applications, generally putting the newest and most powerful computers in multi-purpose instructional labs or faculty resource centers, not in individual faculty or administrator offices. It means favoring user training and retraining and outsourcing of some services over the continual addition of new support staff for each new application.

Building sustainable infrastructure requires a careful assessment of the resource limitations of the college and a workable strategy for ensuring that the college invests in technological resources that achieve the greatest good for the largest number of student, faculty, and staff users. Invariably, this strategy will cause the college to choose not to support some very good ideas that are judged to benefit only a few individuals or to be unsustainable in the long-term.

☐ **5. Coordinated Support**

It is absolutely essential to provide highly coordinated support services for technology. The inclusive and omnipresent nature of the college network virtually requires a single point of coordination, and this issue is probably even more urgent in multi-campus environments. Very few colleges can afford to support dual or multiple support organizations for instruction, student services, administrative computing, libraries, video, and/or telecommunications. As technologies converge, the overlap of expertise has become enormous, and a coordinated support structure is the only sustainable one.

Coordination also means developing collegewide hardware and software standards that the college will support and ensuring that these standards are maintained through the requisition, bid, acquisition, and implementation process. It means developing the means to share support resources and expertise across all college divisions, including establishing a collegewide help desk or user support center.

☐ **4. Commitment to Universal Access**

While most of the preceding issues do not require a public stance on the part of the board of trustees, there could be great utility for the board to adopt a formal resolution committing to provide every employee with access to the information technology resources they need to do their jobs well. In most cases, this commitment would guarantee every employee a networked personal computer for e-mail and other job-related applications. While such a guarantee might have felt excessive even two or three years ago, any college that is serious about using technology to improve its programs and services can afford to and must make this commitment.

More problematic is to guarantee student access to comparable levels of information resources. However, a formal board resolution to that effect would send an equally important message that the board

is serious about its commitment to provide students with programs and services they need to compete in the information-age economy. Community colleges simply must find ways to make good on the commitment to universal access to technology tools and resources from all participants in the learning process.

3. Commitment to Professional Development

A similar board commitment to guarantee every employee any training they need to do their jobs would send the same critical message, and would, in the long run, result in substantial financial savings and increased employee productivity. One of the fundamental lessons of the last decade is that acquisition of technology resources requires a concomitant investment in training staff to use these resources effectively. The simplest advice applies: train, train, train, then train some more.

There are new lessons emerging about assisting the professional development of faculty, staff, and administrators in the area of information technology. First is that colleges can recoup some of the cost of training in the form of reduced support costs, for well-trained users require fewer technical staff to support them. Another is that training faculty in the use of technology applications tends to produce the added benefit of nudging them toward a rethinking of how their students learn and how their own teaching might be improved by incorporating technology into their practice. After all, the information processing skills that we expect of our students are the same set of skills with which we need to prepare our employees.

Finally, an important goal of any college's professional development and training program is to ensure that it is ongoing and aimed at lifting the skills of all employees to a basic level of literacy in the use of information technologies—and not limited to providing high-end users with even greater skills.

2. Replacement Schedule

Key to building sustainable infrastructure is developing and budgeting a multi-year replacement schedule for all information technology resources. The fact is that the useful life of most desktop computer technologies is now somewhere between three and five years. While computer resources will be able to perform the jobs for which they were purchased for much longer than five years, colleges can anticipate the need to upgrade these resources regularly as newer and more powerful applications continue to become available.

Once again avoiding the temptation to make huge one-time purchases, colleges should replace one-third to one-fourth of their computer resources each year. Such a program requires the maintenance of an accurate inventory, as well as discipline—if state laws permit—to carry forward funds for information technology resources from year to year to support an orderly acquisition schedule. Using a replacement schedule as the principal mechanism for providing information technology resources to college users also gives college administrators some very effective leverage: only those resources that conform to college standards and its technology plan get included on the replacement schedule.

1. Budget Technology as Pencils

Right at the top of our technology checklist is the awareness that investment in technology is not an option, but part of the cost of operating any modern organization. While the evidence is admittedly scant that the millions that community colleges have poured into technology have produced a return on investment in the form of increased institutional productivity or increased student learning, colleges really do not have a choice about whether or not to invest in information technology resources. Computers have become like pencils and chalk: they are part of the tools of the trade for any educational institution, and especially for those whose missions include preparing students for the world of work.

Investment in technology needs to be routinely built into the college's annual operating budget, and not relegated to capital funds that are dependent for funding on grants, special appropriations, or capital bonds. Replacement, support, and training need to be budgeted along with hardware and software purchases just as we budget for utilities and facilities maintenance.

Vision to Reality

Envisioning community colleges transformed by the application of information technologies to improve the teaching and learning process is the easy part. Translating that vision into reality, and ensuring that these colleges remain relevant, effective, and competitive in a rapidly changing economy is the hard part. Trustees can help all along the way, including checking to ensure that their colleges are learning from the experiences of others and rank high on the top ten technology checklist.

Perhaps even more important, however, is the role that trustees can play in ensuring the health and vitality of their colleges by supporting their administrators who undertake the very difficult and risky process of change. The transformation that community colleges must make— from simply dispensing information in fifty-minute segments three times per week, face-to-face, in classrooms to delivering "anytime-anyplace" education and training and supporting a wide range of adult learners—is fraught with peril. Only those presidents and administrators who have the explicit support of their boards for attempting to make their institutions truly learner-centered can hope to be successful in accomplishing such fundamental change. An effective technology support infrastructure is but one critical component of long-term success. ■

COMMENTARY

Student Leadership: Community Colleges' Consumer Voice

BY ROB SEWELL

Looking back at the uphill battles that higher education has fought in Congress and state capitals, it is difficult to understand why trustees, presidents, and administrators have not made more effective use of student leadership on such vital issues as student aid and workforce training.

Any trustee or administrator who has teamed with student leaders in a visit to a Member of Congress or state legislator knows how much our voice adds. Invariably, the lawmakers listen most attentively when we speak because they know that the students are the people their college legislation is basically intended to benefit. We can tell them better than anyone else whether the programs they have enacted are working, and how well.

John Birkholz, president of Milwaukee Area Technical College, has observed from long experience: "There are risks in encouraging student leaders, and risks in leaving them out of the action, but I prefer the risks of working with them over the risks of leaving them on the sideline."

Behind his words is the recognition that students offer a potential for both public relations and political good that no other voice of the institution can match. And with rare exceptions, neither two-year nor four-year colleges are tapping it effectively.

Rob Sewell, a student at Northern Virginia Community College, is president of the American Student Association of Community Colleges.

I would like to see every community college get behind the American Student Association of Community Colleges (ASACC), and I urge every board to invite the attention of the president and student development officer to our association.

The record that ASACC has made in its first decade of activity is keyed entirely to constructive and responsible leadership, exercised solely on the "bread and butter" issues of student access, equity, persistence, and institutional mission. ASACC has earned the recognition and commendation of the National Council on Student Development.

ASACC's annual meeting is our National Leadership Conference in Washington, DC, which has grown into a strong complement to the Community College National Legislative Seminar. The combination and timing of the two meetings gives the community colleges a one-two punch with Congress that no other college sector yet approaches.

The priorities that our student delegates carry to Congress have always been consistent with those of ACCT and AACC; our Washington advisors consult frequently with the legislative staff of the two associations.

What we also bring to any public dialogue is the unrivaled "consumer voice" of community colleges—with the potential weight of the 12 million students now served annually by our institutions. It's a grassroots voice that colleges should utilize.

We bring that voice to many of the same important coalitions that ACCT and AACC embrace, such as the Committee for Education Funding and the Coalition for Employee Educational Assistance.

In legislative advocacy, the student leadership potential is great. Imagine what a million letters and cards from students (especially the older, working, taxpaying students in community colleges) would do in support of increased Pell Grant funding.

As the consumer voice of the colleges, we bring valuable perspectives to the policy making processes on every level, from campus to Congress to state capitals.

If the community college student voice becomes a solid network, it will be too large to be ignored. Never has it been more needed. And, it can be easily as effective on state issues as on national priorities.

In the words of Lisa Ryan, former ASACC president, "students alone may have the numbers to turn the tides at State Capitols on such battles as enrollment caps, budget freezes, child care, and the acceptance of transfer credits."

In conclusion, it is obvious that the expectations placed on community colleges today make their need for political strength more pressing than ever. President Clinton, like many other lawmakers, has made it clear that he counts on community colleges to deliver the skilled workforce Americans must have to assure both global economic leadership and the American Dream. Industry is looking to community colleges for the same thing. We all know this challenge can't be met without greater resources, yet our campuses are feeling the pinch in both state budgets and federal programs. In short, students are our best bet to change these patterns.

If you or your board is unfamiliar with ASACC, our central purpose is twofold: to help students develop and expand leadership skills through networking and other hands-on organizational experiences, and to give the colleges a strong and cohesive citizen-consumer voice in support of their mission and needs.

For more information, please write the American Student Association of Community Colleges, 1643 Connecticut Avenue, NW, Washington, DC 20009. ■

CALENDAR

Trustee Education Opportunities
February-April 1996

February

3-5
Community College League of California
Annual Legislative Conference and
Trustee Orientation
Sacramento, CA

7
Nebraska Community College Association
Annual Meeting and Legislative Seminar
Lincoln, NE

8-9
North Carolina Association
of Community College Trustees
Leadership Conference
Raleigh, NC

8-10
ACAATO Annual Conference
Windsor, Ontario

18-20
American Council on Education
Annual Meeting
San Diego, CA

25-27
~~Community College~~
National Legislative Seminar
Washington, DC

March

17-20
American Association for Higher Education
Annual Meeting
Chicago, IL

30-April 2
AGB Annual Convention
Chicago, IL

April

13-16
AACC Annual Convention
Atlanta, GA

19-20
Wisconsin Technical College District Boards Assn.
Spring Meeting
Janesville, WI

25-26
Pennsylvania Commission for Community Colleges
Annual Meeting
Harrisburg, PA

Contact Marilyn Blocker, ACCT Vice-President (202-775-4667), for information about how your state meeting can offer trustees the opportunity to earn units in ACCT's Trustee Education Recognition Program.

BEST COPY AVAILABLE

The definitive book on community college governance!

Must reading for boards interested in attaining new levels of effectiveness and productivity and realizing their potential to lead the institution. This vision of board leadership applies the concept and principles of "Policy Governance" specifically to community colleges.

Order your copy today!

Price: ACCT Members—$25 plus $2 postage/handling
Non-Members—$35 plus $2 postage/handling

_____ copies @ $_____ = $_____

_____ postage/handling @ $2.00= _____
(maximum $10.00)

TOTAL $ _____

☐ Please bill ☐ Check enclosed $ _____
(U.S. funds)

Please include P.O. No. for invoices: _____

Ordered by: _____
(print name)

Bill: _____

_____

_____

_____

Mail to (if different): _____

_____

_____

_____

Send form to ACCT, 1740 "N" Street, NW, Washington, DC 20036, FAX 202-223-1297.

You will learn how:

- **Boards can be free to lead the institution, focusing on the long-term vision, rather than the trivial;**
- **The board can assure it truly acts on behalf of the community;**
- **The CEO can be free to operate the institution, while providing greater accountability to the board; and**
- **Institutional outcomes can be evaluated.**

What Does ACCT Membership Offer Your Governing Board?

Representation. Through membership and participation in the Washington Higher Education Secretariat, the Committee for Education Funding, the Alliance to Save Student Aid, and other higher education coalitions and forums, ACCT ensures that community college governing boards are helping to shape national higher education policy.

Federal advocacy. ACCT staff, working with a network of trustee advocates, communicates community college priorities to Members of Congress and the Administration and works with The White House, the Department of Education, and the Department of Labor to shape legislation and regulations acceptable to community colleges. The ACCT staff constantly monitors proposals for legislation and regulations, acting quickly to alert the membership to the need for action to avert potential problems.

Trustee development. ACCT offers professional development opportunities tailored to the needs of community college trustees. Through ACCT conferences, publications, videotapes, and on-site workshops, community college trustees can enhance their boardsmanship skills and obtain information they need to provide effective governance. Members enjoy reduced fees for meetings and publications and receive complimentary periodicals.

Advocacy for lay governance. Lay governance of community and technical colleges has contributed to the success of our vital institutions in meeting the needs of their communities. Threatened on all sides by government entities that wish to wrest control away from lay governing boards, community and technical college boards are defended by ACCT representatives who speak out frequently on their important role.

Recognition. ACCT programs showcase the policies and procedures of highly effective governing boards. Exemplary trustees receive regional and association-wide awards. Trustees completing a structured education program are recognized with certificates of achievement.

Board services. ACCT member boards can receive assistance from ACCT expert consultants for facilitation of retreats or workshops, to search for a new CEO, or to serve as an interim president.

For further information about the benefits of ACCT membership and services, contact the ACCT office at 1740 "N" Street, NW, Washington, DC 20036, 202-775-4667, FAX 202-223-1297.

Association of Community College Trustees
1740 "N" Street NW
Washington DC 20036

Nonprofit Org.
U.S. POSTAGE
PAID
PERMIT NO.
8841

BEST COPY AVAILABLE